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ABSTRACT

A study was conducted to determine special educators' sense of concern or awareness about ethnic/multicultural issues. A questionnaire, sent to 1,000 members of the Council for Exceptional Children (CEC), achieved only a 17.5% response rate but was felt to represent adequately the entire group. Respondents were asked their opinions regarding the amount of content coverage on ethnic/multicultural issues in "Exceptional Children," "Teaching Exceptional Children," and specialty-area periodicals. Specific ethnic groups of focus included: Blacks, Native Americans, Hispanics, Asians, Pacific Islanders, and bilingual/English as a second language students. For most of the publications, coverage was felt to be between "too little" and "about right." Generally, respondents felt that there was too little coverage of issues dealing with Native Americans but acceptable coverage for Blacks. When the actual amount of content material contained within certain CEC publications was analyzed and compared to the content of one non-CEC publication, "Kappan," none of the three publications met standards of "adequacy" suggested for multicultural content. Respondents welcomed the inclusion of additional information on ethnic/multicultural concerns in CEC publications. Appendices contain the survey instrument, comments made by the respondents, and 24 graphs illustrating demographics and characteristics of respondents and participants' opinions about publications. (JDD)

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Perceptions and Opinions of the Membership of the Council for Exceptional Children on Ethnic and Multicultural Issues Related to Council for Exceptional Children Publications

A paper presented at:

Reaching New Horizons:
Symposia on Culturally Diverse Exceptional Children

Sponsored by Council for Exceptional Children
Denver, CO
29 October, 1988

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Perceptions and Opinions of the Membership of Council for Exceptional Children on Ethnic and Multicultural Issues Related to Council for Exceptional Children Publications

The topic of ethnic and multicultural issues in special education is a topic of emerging importance. The 25 largest school districts in the United States report that the predominant portion of their students are drawn from racial and ethnic minorities. Six states report similar findings that racial and ethnic minority students account for the largest number of students served within their states (U.S. Department of Education, 1987).

Students from racial and ethnic minority groups comprise the fastest growing group of students served within special education classes. Predictions of future services needed for these groups outdistance all others. There has been a concerted effort made on the part of many special educators to prevent placement of minority students that is inappropriate or incorrect and stemming from the cultural differences of the individual student and not the specific exceptionality. Yet, the need for services for these minority students remains. Special task forces have been formed by governmental and associational advocates to address the needs of these students and concerns have been raised. A concern on the part of the authors was that the general service provider of day-to-day services, the classroom teacher, might not share the same sense of concern or sense of awareness toward ethnic and multicultural issues that had been found in an earlier study of the ethnic and multicultural perceptions of the leadership of the Council for Exceptional Children (Hoernicke, Kallam, Tablada,

1988).

The purpose of this study was threefold. First, an assessment was made of the current levels of awareness and concern regarding ethnic and multicultural topics as expressed by field-oriented special educators. The group that was sampled was drawn from members of the Council for Exceptional Children, the largest body dedicated primarily to special education. The mechanism that was selected was a survey of the membership. Opinions and perceptions were requested for a number of issues. These items included demographic items such as, gender, age, professional role, actual involvement with students from ethnic and racial minorities, etc. The degree of satisfaction with coverage of these ethnic and multicultural topics within the publications of CEC and the various divisions that are a part of it was also requested. Second, a comparison was made into the actual content pages devoted to ethnic and multicultural issues in selected CEC publications and a publication of mainstream education. Third, the respondents to the survey were requested to provide the topics that they felt should be included in CEC publications in the area of ethnic and multicultural concerns and their additional comments were solicited.

The Subjects

To assess the opinions of the membership of the Council for Exceptional Children, a questionnaire was sent to 1000 randomly selected members in June, 1988. The questionnaire requested information that was demographic in nature and opinion oriented.

The information was collected over a 3 month period and the 17.5% response was analyzed (N = 175). It was felt that certain generalizations might be made from this data. The demographic characteristics displayed by the members of CEC who responded to the survey were very similar to the published demographic information of the group as a whole.

The group that responded to the survey had, for the most part, been members of the Council for Exceptional Children for less than 5 years, though members varied along a continuum of service within the field of special education. Some respondents had been members for over 35 years. The ratio of females to males was about 3:1. The age distributions represented a standard distribution of an adult population, with most respondents ranging in age from 31-50. Nearly all of the respondents had contact with students for all or part of their professional day. Most respondents were teachers or had teaching responsibilities as a part of their professional duties. (See "Demographics and Characteristics of Respondents.")

Respondents seemed to be drawn from most of the states in the United States and most of the provinces of Canada as evidenced by the postmarks of the returned questionnaires. The response generated approximated the membership in CEC. The exception was that there were no respondents from the island territories of the United States or from other than these two countries.

Most of the respondents were members of at least one or more divisions of CEC. Some respondents did not elect to identify individual divisions. The divisions with the highest rate of

self-reported membership were Division for Learning Disabilities (N = 30), Council for Children with Behavioral Disorders (N = 19), Division of Early Childhood (N = 18), and Division on Mental Retardation (N = 18).

The ethnic orientation of most respondents was that of the majority culture. In most cases this resulted in no problem. A quirk of the sample was that 10% of the total self-reported Native American membership of CEC responded to the questionnaire (N = 16). This had an unexpected effect on the representation of opinions of CEC members, contrary to what might be expected. Additionally, most Native American respondents provided additional information in the form of tribal affiliation, which ranged from Winnebagos and Great Lakes tribes, both the Eastern and Western Cherokee Nations, Seminoles of Florida, and tribes of the Pacific northwest, Canada, and the Dakotas. This may have been done to further clarify the distinctions of culture found within this highly diverse ethnic category. There was little response generated among other minority members of CEC, though representatives of all minority groups except "Pacific Islander" responded to the questionnaire.

Most respondents in this study (63+%) were actively involved with ethnic and minority students. A smaller group (22+%) had previously been involved with racial and ethnic minority students during the course of their professional duties, but were not now. The response pencilled in by one respondent, "How can you not be?" seemed to not be the case for about 14% of the respondents. These individuals stated that they had not worked with ethnic or racial minorities within the educational setting.

The Questionnaire

The questionnaire sent to 1000 CEC members requested the respondent's opinions regarding the amount of content coverage on issues and concerns that were ethnic and multicultural in nature. The respondents were requested to determine in a Likert format if the amount of coverage was either "too little," "about right," "too much," or if they had "no opinion." The items the respondents were asked to assess were the coverage in the Council for Exceptional Children publications, Exceptional Children and Teaching Exceptional Children. These two publications are received by most of the general membership of this organization and represent the two major publications in the field of special education. The respondents were asked to evaluate this coverage for the ethnic categories of Blacks, Native Americans, Hispanics, Asians, Pacific Islanders, minorities as a group, and bilingual/English as a second language students (See Appendix A).

Respondents were also asked to evaluate the division journals that they received in the same Likert scale for the same elements of content in ethnic and multicultural concerns. This generated information about several of the division publications. A possible weakness of the study is that the responses about the specialized publications of the divisions is based on smaller and varying numbers of respondents. Though these division publications serve smaller groups, the actual demographic proportions of these groups is unknown. These results are included to demonstrate the trends that are similar to those displayed in the examination of the two major journals.

Results

For the purposes of reporting the results the researchers felt that a more accurate summary of the opinions of the respondents would be gained by a simplification of the data. This was accomplished through the collapsing of the 2 categories that indicated dissatisfaction based on underrepresentation ("too little") and the collapsing of the 2 categories that indicated dissatisfaction based on overrepresentation ("too much"). (See Appendices: Opinions concerning the general CEC publications and Opinions concerning specialty area CEC publications.)

Native Americans are the group that respondents to this study found to be the most underrepresented throughout the coverage in Council for Exceptional Children journals and publications. As reported above, the sample response included 10% of the identified Native American membership of CEC (N = 16). However, most of the respondents identifying themselves as Native Americans (94%) consistently felt that issues relating to Native Americans were "about right" or "too much" and often accounted for the majority of respondents that answered in this way. The implication is that the rank-and-file special educators of Council for Exceptional Children, as evidenced in this questionnaire, felt that coverage on issues dealing with Native Americans is less evident than the minority opinion expressed by most Native Americans.

Due to the large and consistent showing of "no opinion" in response to items concerning Pacific Islanders, it was felt that the majority of those responding may not be able to operationally define exactly whom is included in this minority classification.

This may also represent a minority beyond the current range of understanding of most mainland special educators. This may be an area requiring additional study and increased activity to delineate the specific cultural traits of this group.

The results derived as a part of this study have been graphically displayed in the following appendices:

1. Demographics and characteristics of respondents
2. Opinions concerning the general CEC publications
   - A. Exceptional Children
   - B. Teaching Exceptional Children
3. Opinions concerning specialty area CEC publications
   - A. Behavioral Disorders
   - B. Career Development for Exceptional Individuals
   - C. CASE Newsletter
   - D. Journal of Childhood Communication Disorders
   - E. Diagnostique
   - F. Journal of Division for Early Childhood
   - G. LD Focus/LD Research
   - H. Education and Training in Mental Retardation
   - I. Teacher Education and Special Education

A question raised by the researchers concerned the actual quantity of substantive material found within the Council for Exceptional Children publications, i.e,, How many content pages were actually devoted to ethnic and multicultural topics? It was felt that this could be objectively determined. A liberal procedure was undertaken in which all content pages were reviewed for key descriptors, i.e., "Black," "minority," "bilingual," etc., that would indicate the article had some tie to ethnic or

multicultural topics. The title alone did not decide whether the content would be considered as having ethnic or multicultural consideration. Credit was given if the subjects used in a study were drawn from racial or ethnic minorities and identified within the study even though no specific conclusions might be drawn to other ethnic and multicultural aspects of the sample. No credit was given for photographs that were not labeled or referenced within the body of the article. The total content pages devoted to ethnic and multicultural issues were determined for the two major publications of CEC, Exceptional Children and Teaching Exceptional Children during the last 12 months of publication. Exceptional Children was found to contain 22.75 pages devoted in some manner to ethic or culturally diverse materials out of a total of 422 content pages (5.4%). Teaching Exceptional Children was found to contain 18 pages devoted in some manner to ethnic and culturally diverse information out of a total of 219 content pages (8.2%). One division publication, Behavioral Disorders was also included and found to contain .25 content pages devoted to ethnic and culturally diverse information out of a total of 247 content pages (.001%).

An ancillary question generated was, "Did the amount of coverage in CEC journals differ from the coverage that might be found in other education-based publications? A non-CEC publication, Kappan, the major publication of Phi Delta Kappa, was examined for total content pages devoted to ethnic and multicultural issues using the same criteria for selection and was included to demonstrate the degree of involvement of similar mainstream education publications. Kappan was found to contain

13 content pages devoted to ethnic and culturally diverse information out of a total of 672 content pages (.02%).

Questions of a qualitative nature would be highly subjective in nature, and as such they were not considered by the researchers during this study.

Beyond looking at the opinions of special educators as they relate to ethnic and multicultural concerns, the researchers solicited the opinions of the respondents regarding content that they would find of use in future issues of CEC journals and publications. These comments have been included in the Appendix B. In an analysis of this data, few clearly defined requests for information can be found. A thread that seems to be apparent in the comments is an awareness on the part of many respondents that previous teacher training programs did not prepare them for dealing with the confounding factors of cultural and ethnic diversity as it impacts on the many variables of exceptionalities and handicapping conditions within special education settings. Other areas that may be profitably addressed in future publications will include:

1. Methodologies that consider minority cultural values in a realistic light and that do not offend these values.
2. Information that will define these varying cultural values in operational terms that will remediate the shortcomings of many teacher training programs.
3. An emphasis on the "how to's" of counseling procedures that will address the needs and values of the parents and families of these culturally diverse students.

The careful reader may be able to glean additional topics for

future research and publication consideration from the comments of these respondents.

Conclusions

Only in the recent past has the area of ethnic and multicultural concerns been addressed by the emerging disciplines that comprise the field of special education. Many educators realize the need now exists to improve knowledge and heighten awareness in these areas and, more importantly, to incorporate this information within the published journals of the field. Most special educators have worked or now work with students coming from differing ethnic and cultural backgrounds from their own. The need for this information is immediate.

The publications of the Council for Exceptional Children were chosen for this survey into the perceptions of special educators as it related to ethnic and multicultural issues defined by various minority categories, i.e., Blacks, Native Americans, Hispanics, Asians, Pacific Islanders, minorities as a group, and English as a second language students. The CEC publications were chosen because they represent the most widely read publications in the field of special education and because of the concerted efforts on the part of many within the organization to heighten awareness on this topic.

For most of these publications, respondents found there was "too little" moving toward "about right" amounts of coverage of topics that were ethnic and multicultural in content. Few respondents found the coverage to be "too much." A lack of opinion ("no opinion") was given as a response less than had been

expected by the researchers, but did indicate that a number of respondents had not considered the aspect of ethnic and multicultural variables that could add to other problems that significantly impacted on the students they served.

Generally, respondents felt that there was too little coverage of issues dealing with Native Americans. The minority group whose coverage approached the closest level of acceptable coverage was for Blacks. Most respondents seemed not to know what the minority classification of Pacific Islander was or had not experienced people of this background within their teaching assignments. No literature was found in the course of this study to deal with issues of interest in working with Pacific Islanders.

Certain of the Council for Exceptional Children publications were also reviewed for the actual amount of content material contained within them. One non-CEC publication, Kappan, was reviewed for total content pages devoted to ethnic and multicultural issues. (See Appendix.) Of the publications reviewed, none contained content pages devoted to issues or topics that might be considered to be ethnic or addressed to minority cultures at a prevalency level that is found within the general population of the United States, one definiton proposed by the researchers for consideration of "adequate" coverage. Nor was the level of representation consistent with the percentages in which students drawn from these ethnically and culturally different populations are represented within the specific special education settings, a second definition proposed by the researchers to determine "adequate" coverage of this area. No

journal reviewed contained a percentage of total content pages devoted to ethnic and multicultural issues in proportion to or based on the ratio of students from these ethnically diverse and multicultural sources.

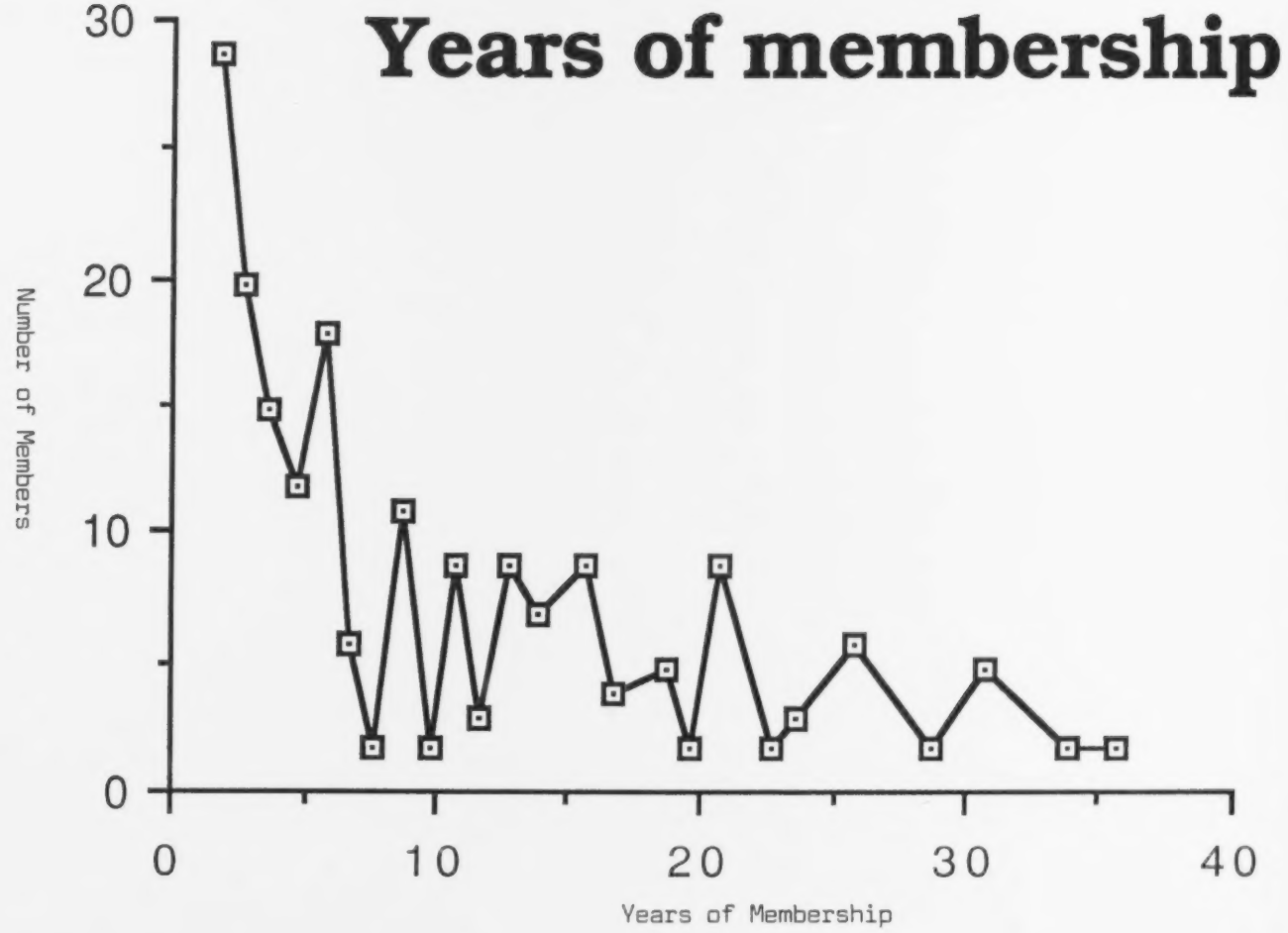
A third component of this study were the comments solicited from survey respondents. This study indicates that most special educators would welcome the inclusion of additional quality information that will enhance past training, even making up for a lack of training in the areas of ethnic and multiculutral concerns. This would be an important consideration for many and may enable them to function more appropriately within the special education classrooms where ethnic and multicultural concerns are growing in importance and overall significance.

References

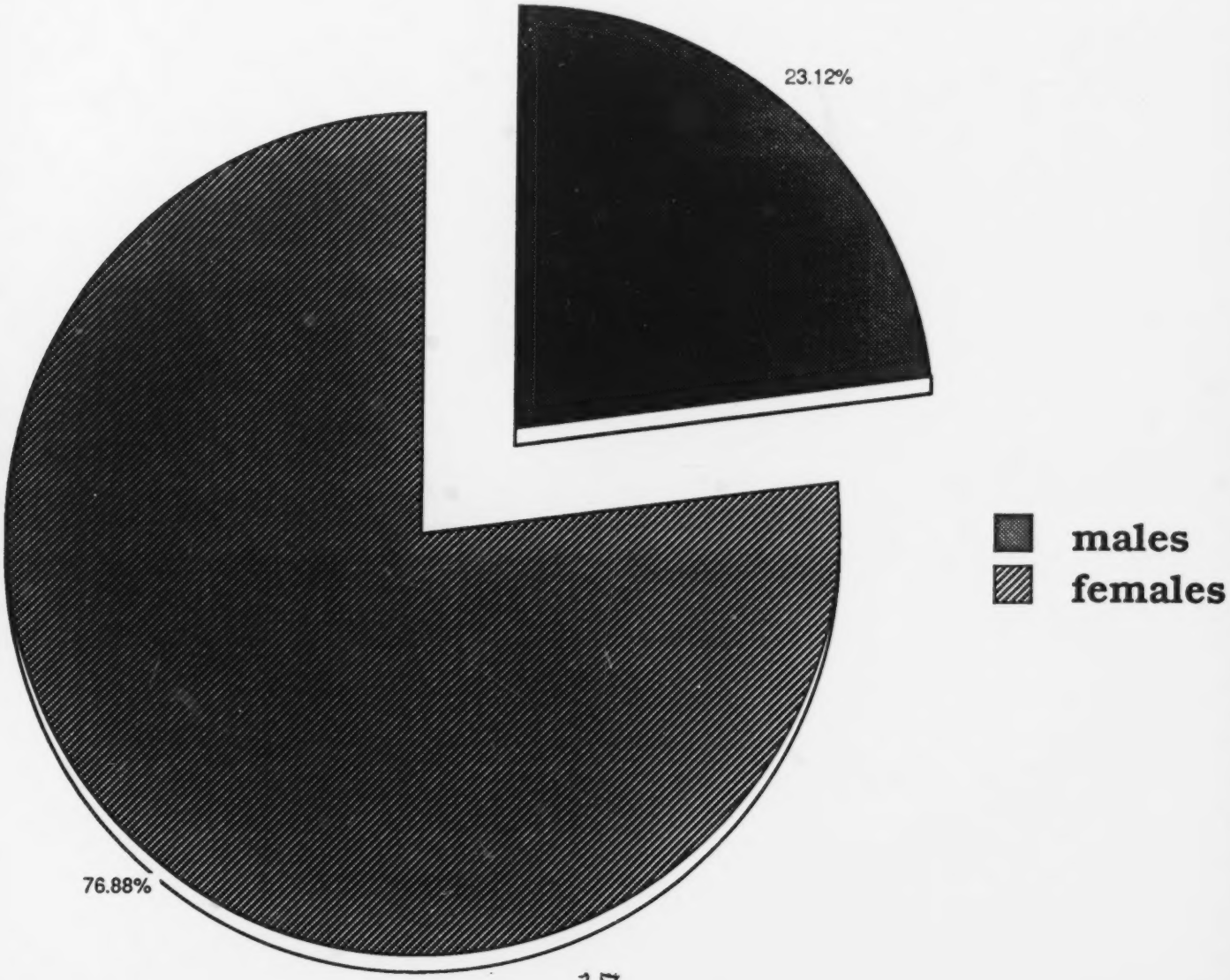
Hoernicke, P.A., Kallam, M.L., and Tablada, T. (1988). CEC Ethnic and Multicultural Concerns Committee Publications Task Force Report. (Research Rep.). Hays, KS: Author.

United States Department of Education. (1987). Statistical analysis of local education agencies. Washington, D.C.: Office of Special Education and Rehabilitative Services.

Demographics and Characteristics of Respondents


Years of membership
30
20
10
0
Number of Members
0
10
20
30
40
Years of Membership

Gender Distribution



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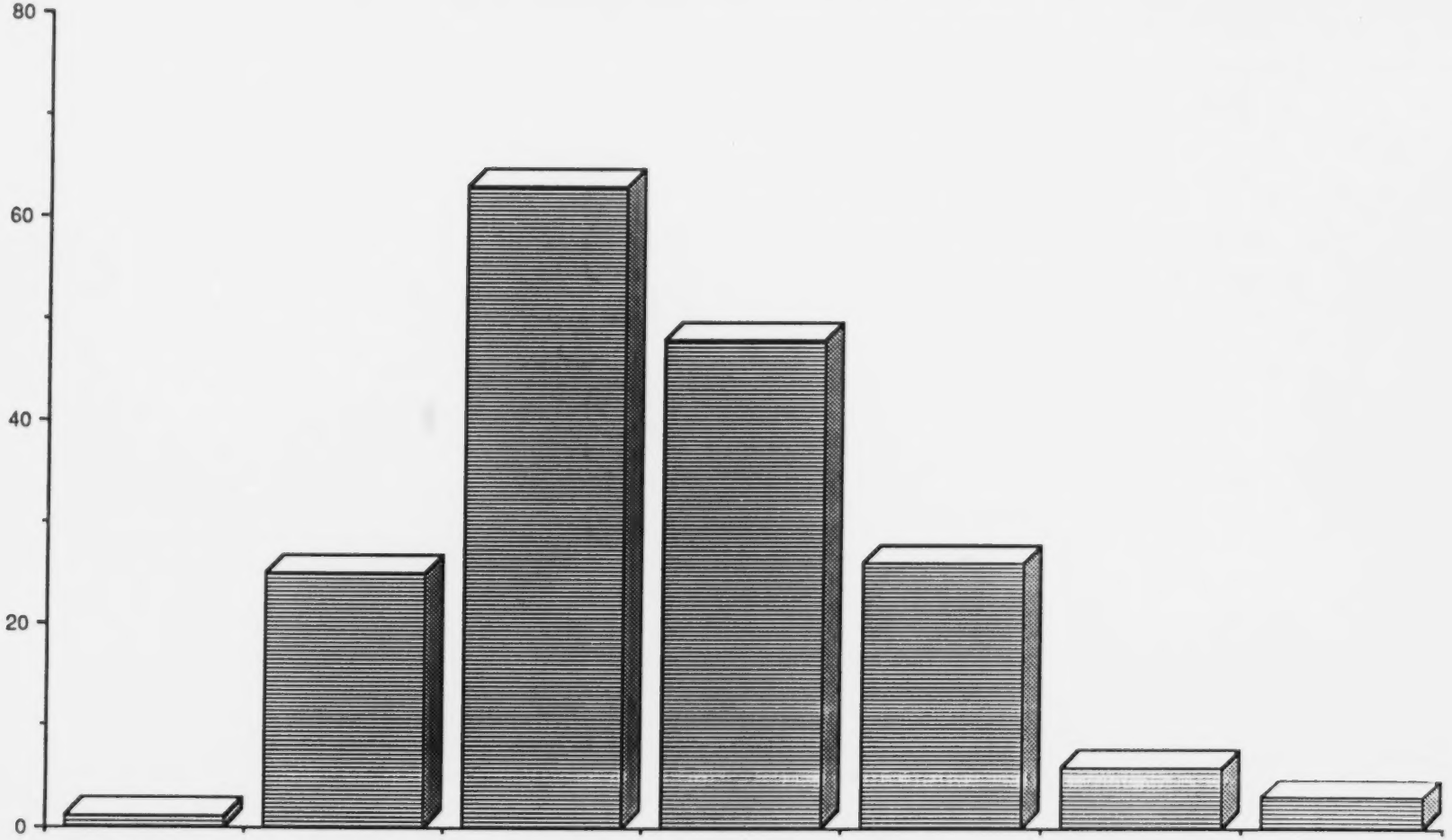

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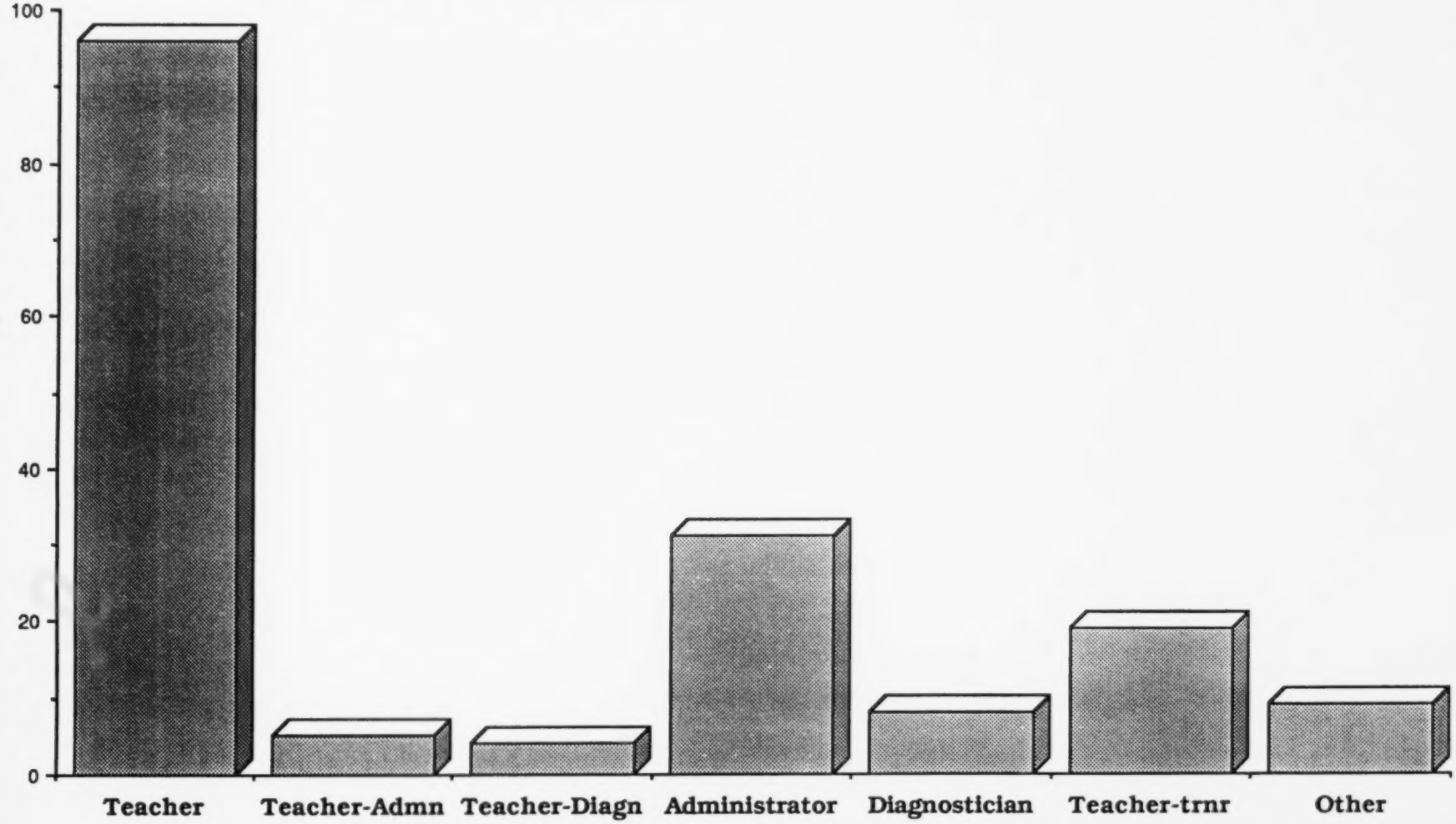
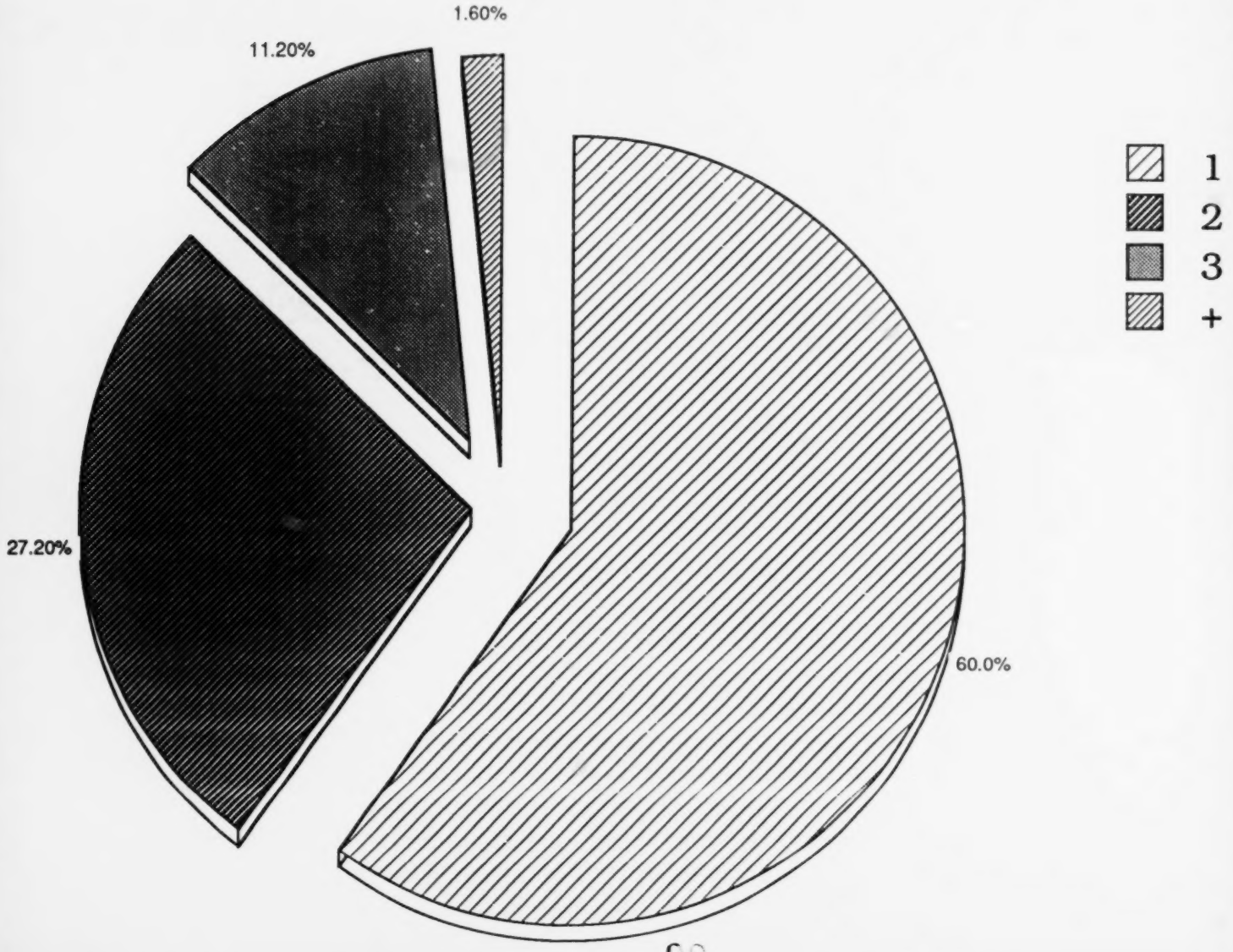
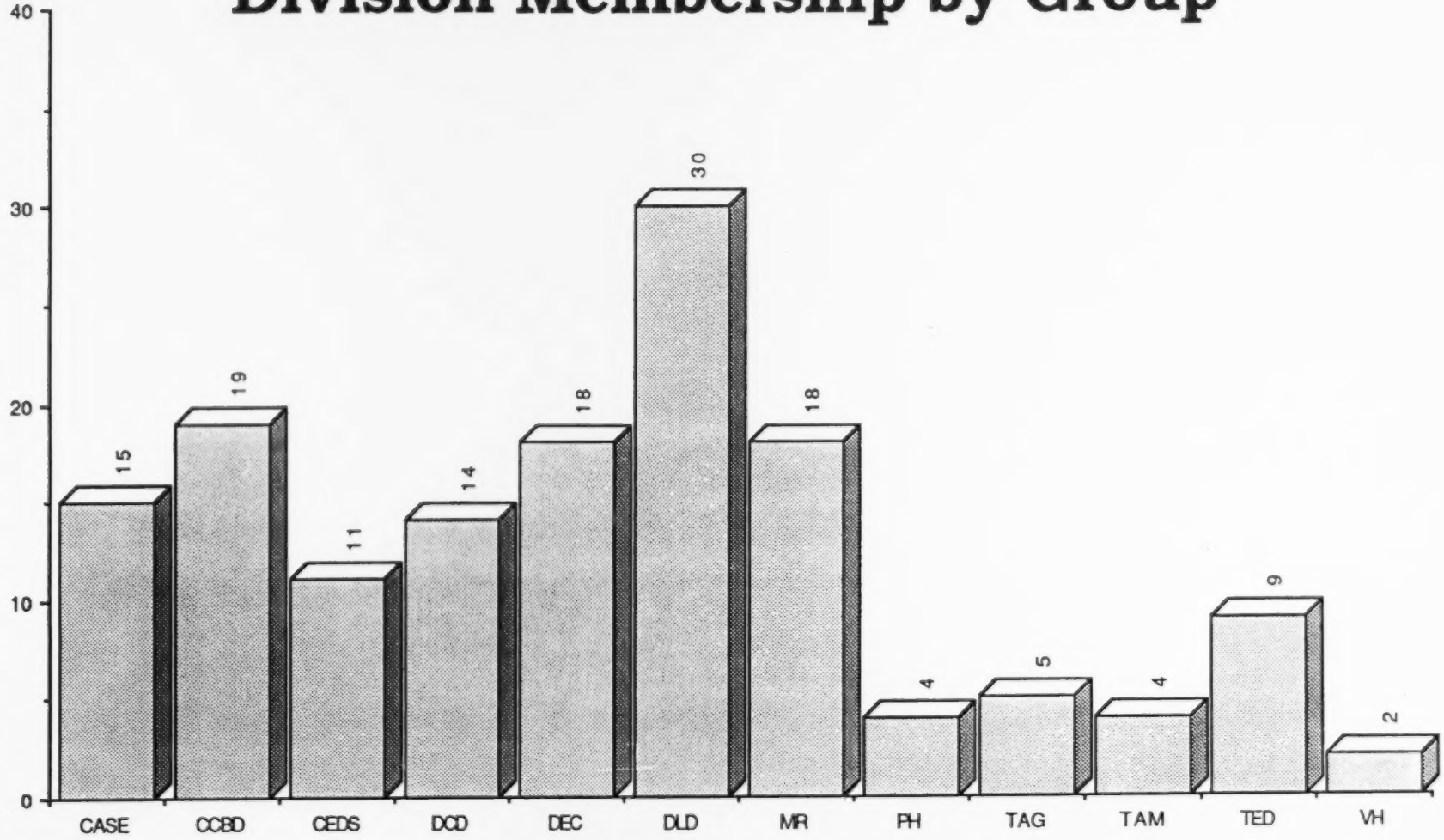


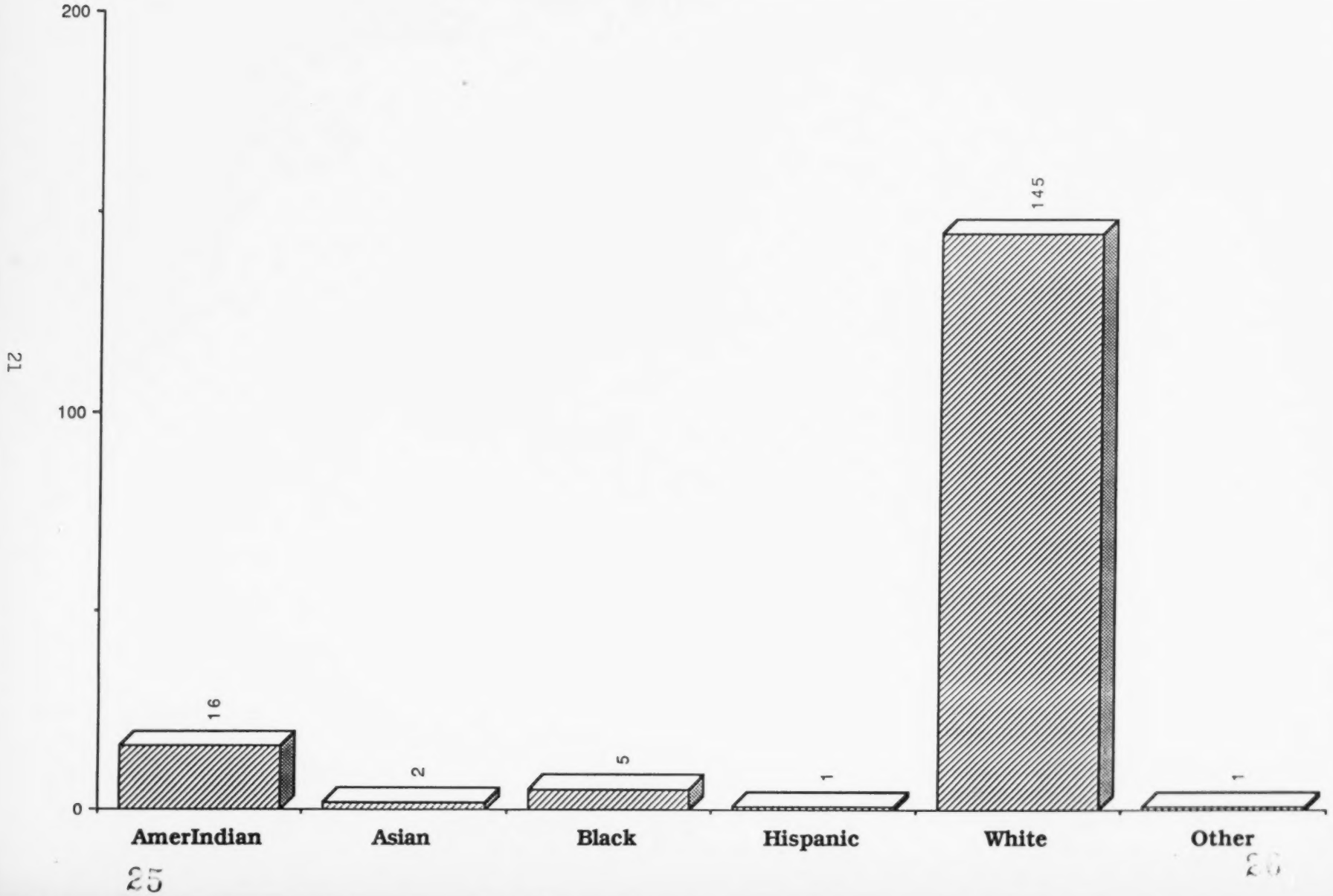
Division Membership



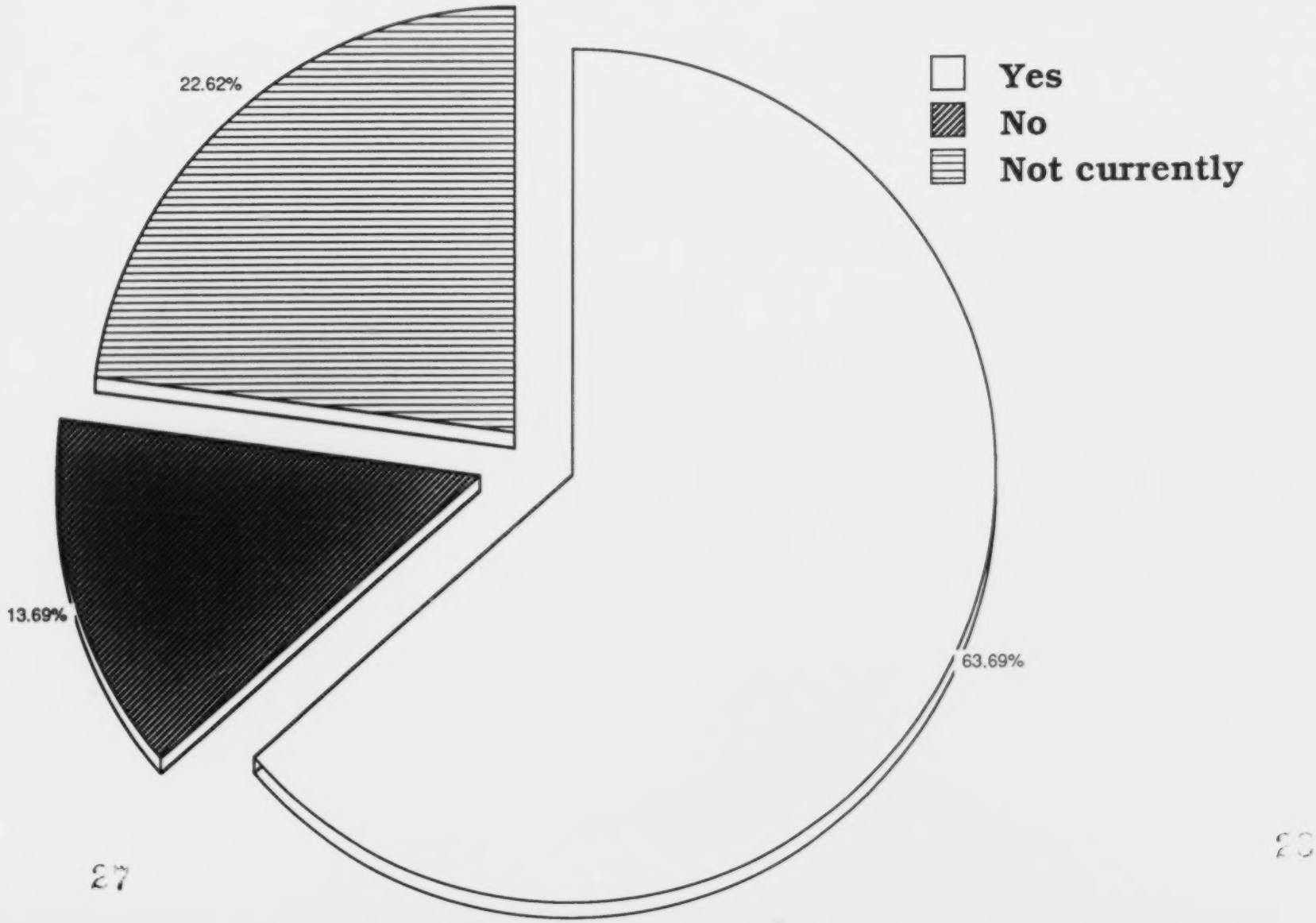
Division Membership by Group



Ethnic Background of Participants



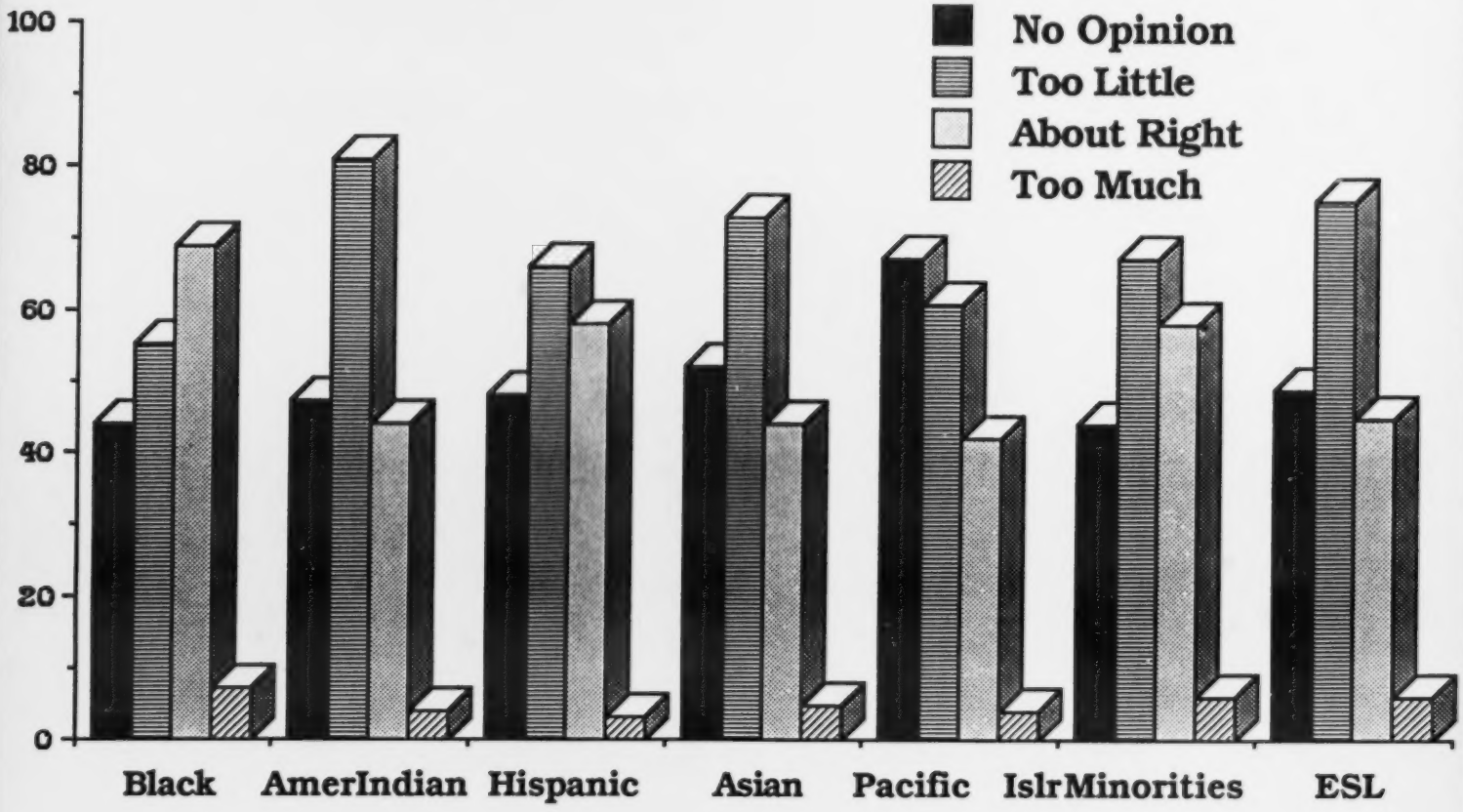
Experienced with Multicultural Students



Opinions concerning the general Council for Exceptional Children Publications

- Exceptional Children
- Teaching Exceptional Children

Exceptional Children



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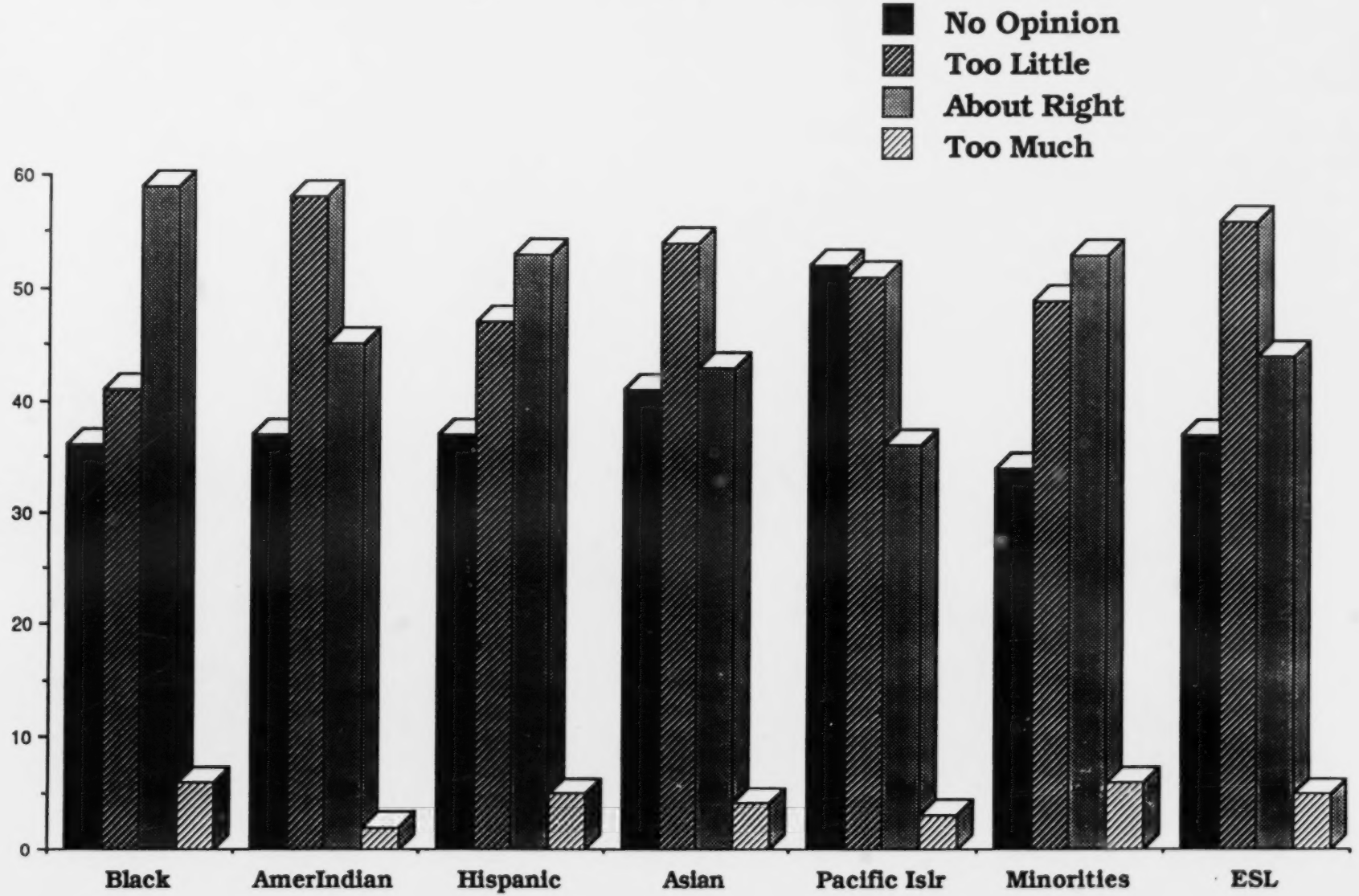
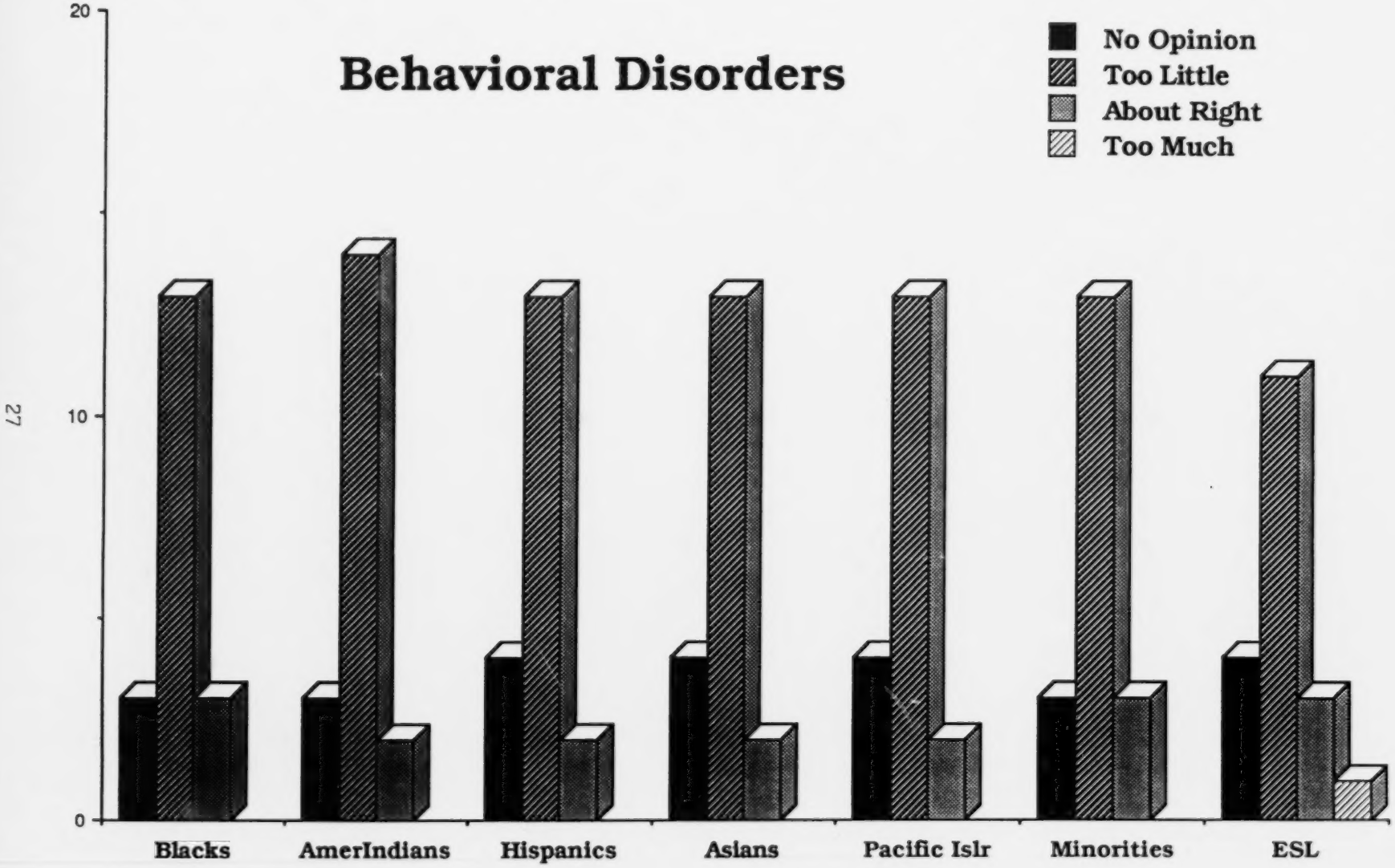


Opinions concerning specialty area CEC publications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About Right
Too Much
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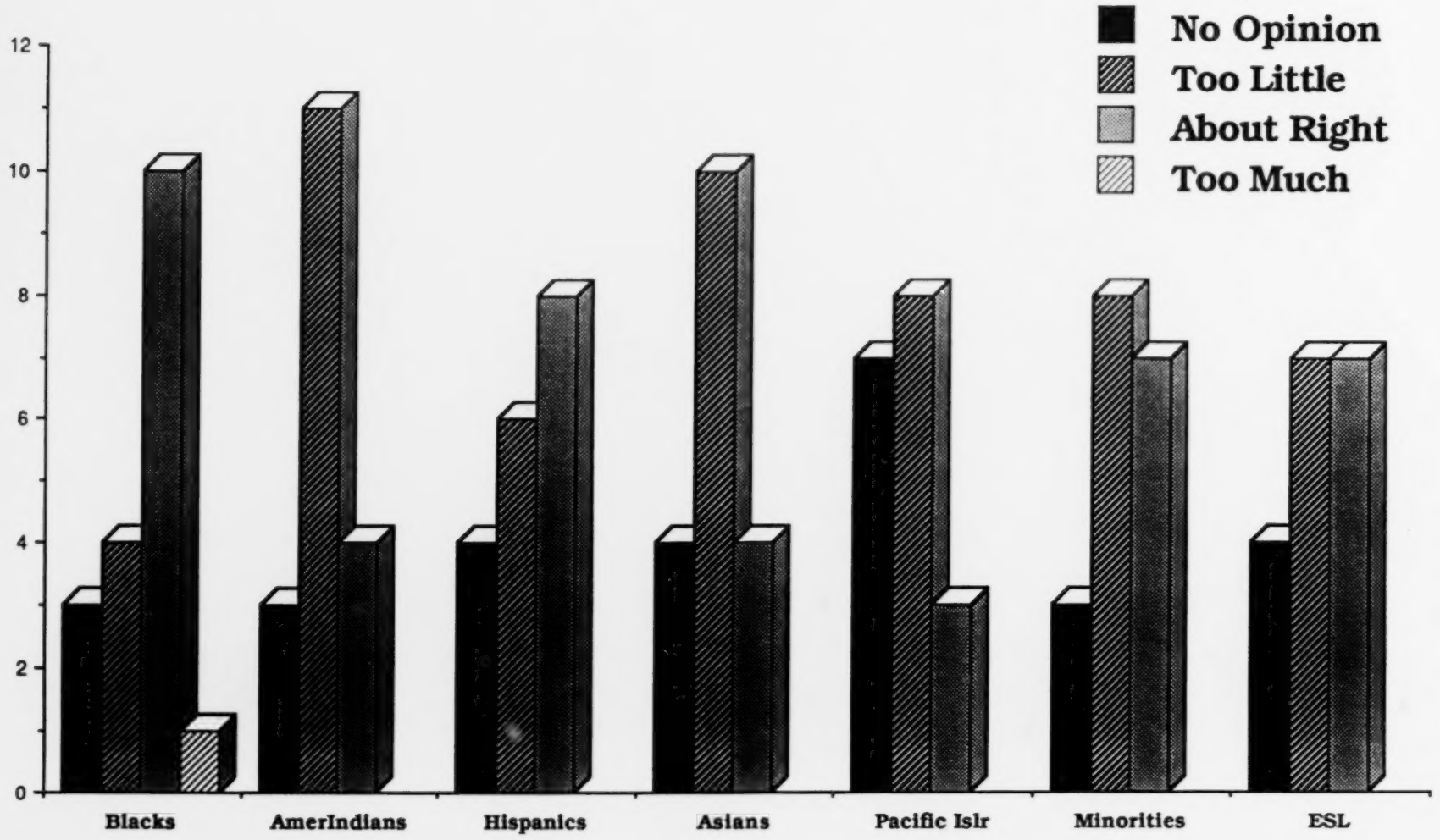
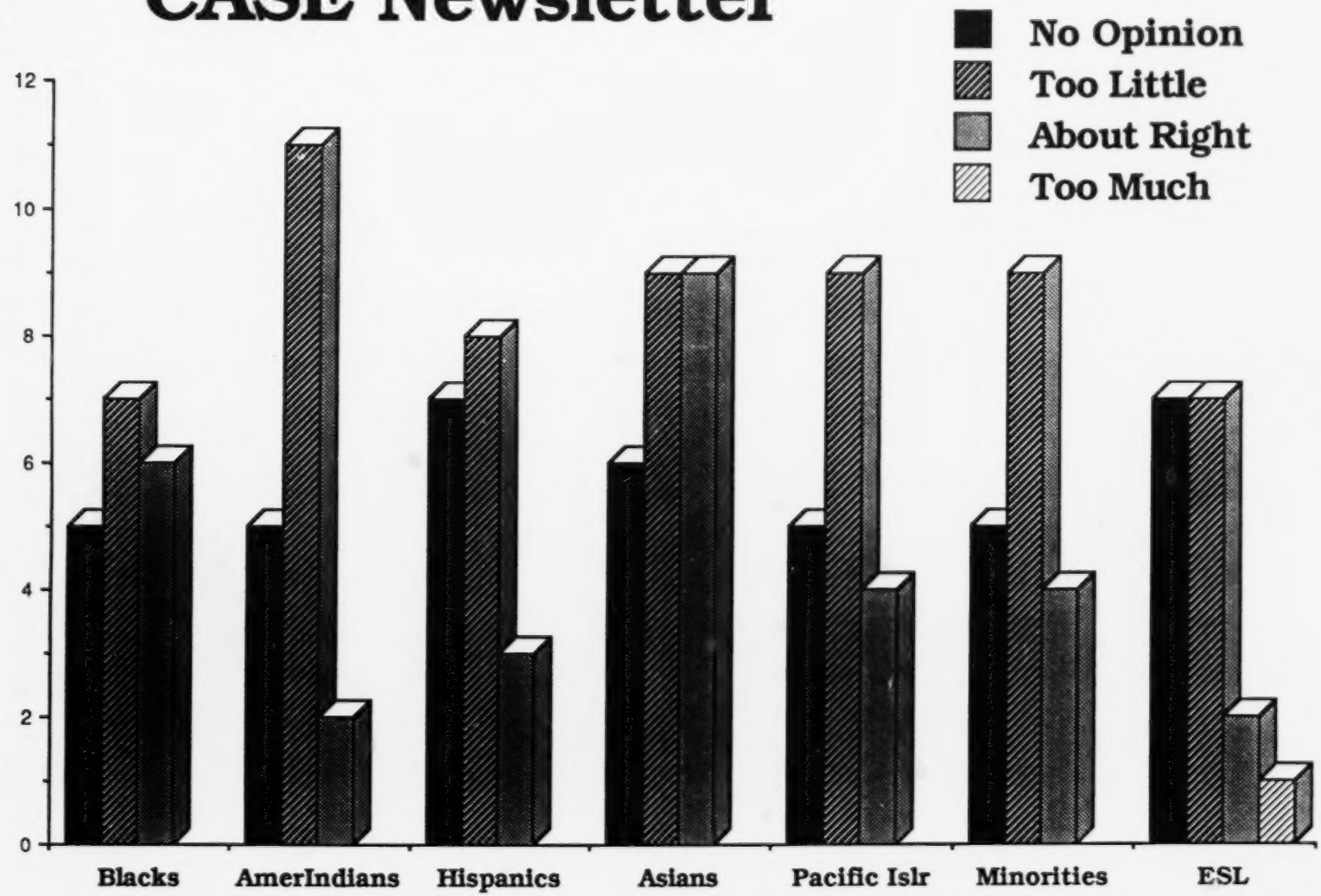
Hispanics
Asians
Pacific Islr
Minorities
ESL

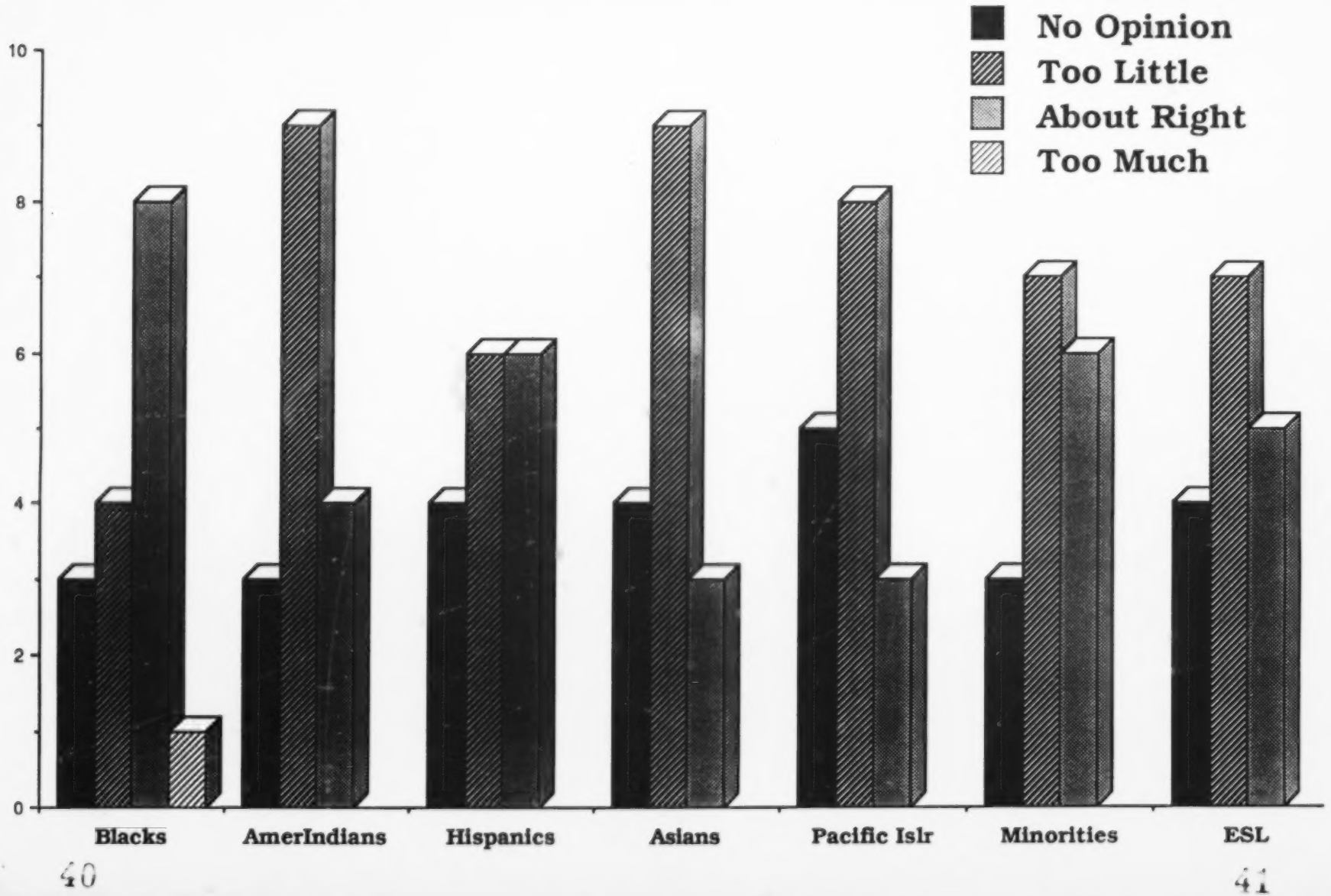
Career Development for Exceptional Individuals



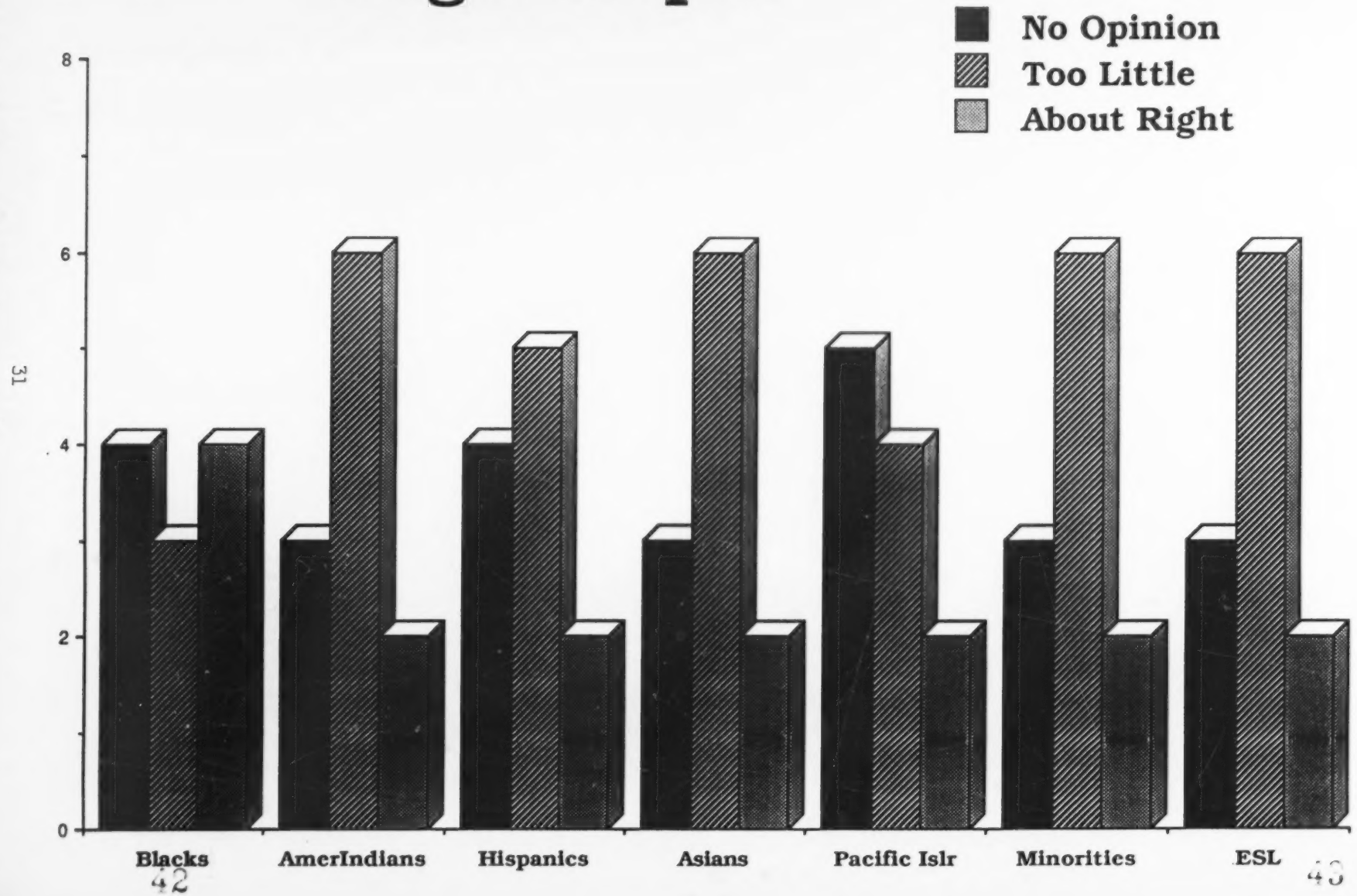
CASE Newsletter



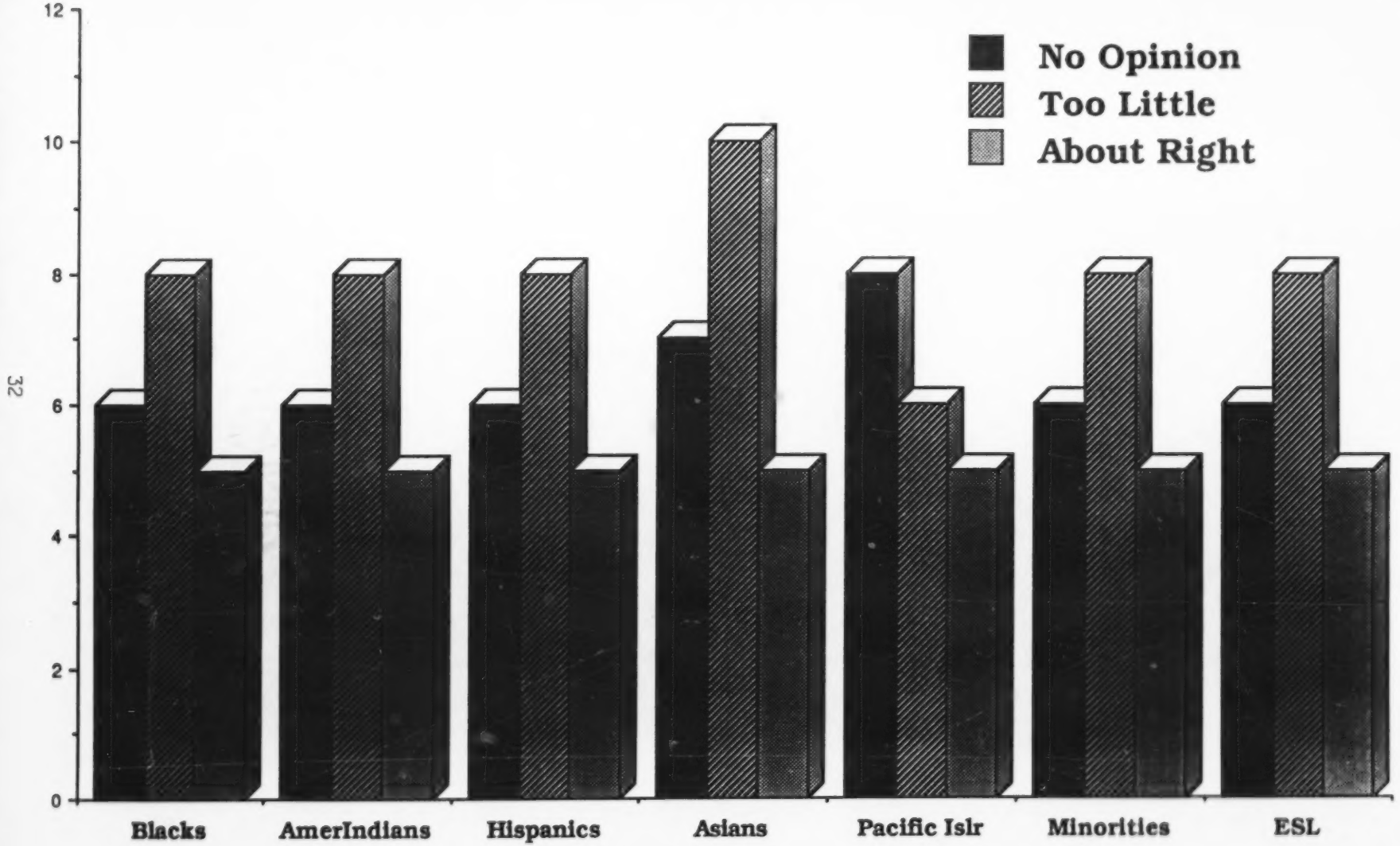
Journal of Childhood Communication Disorders



Diagnostique



Journal of Division for Early Childhood



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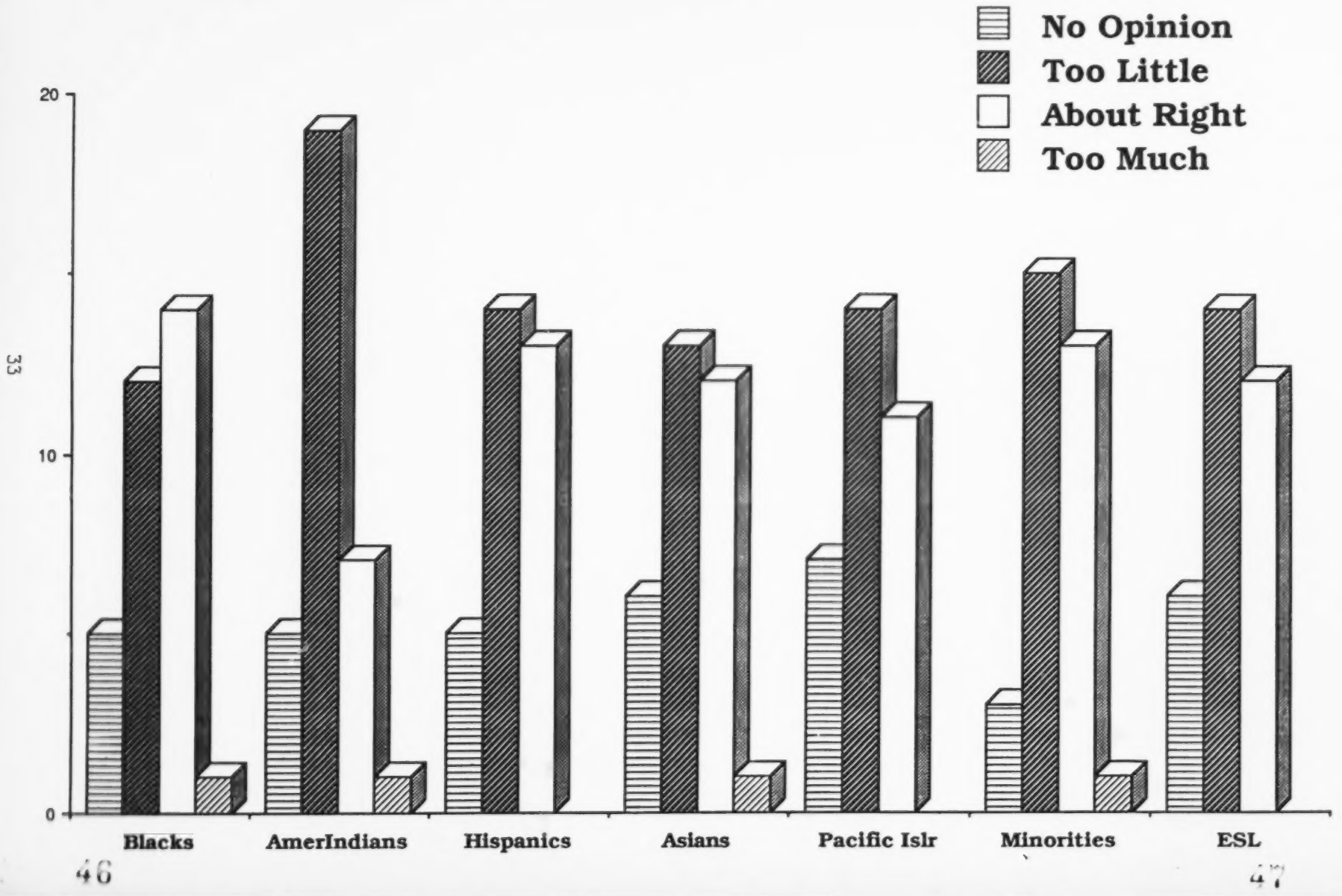
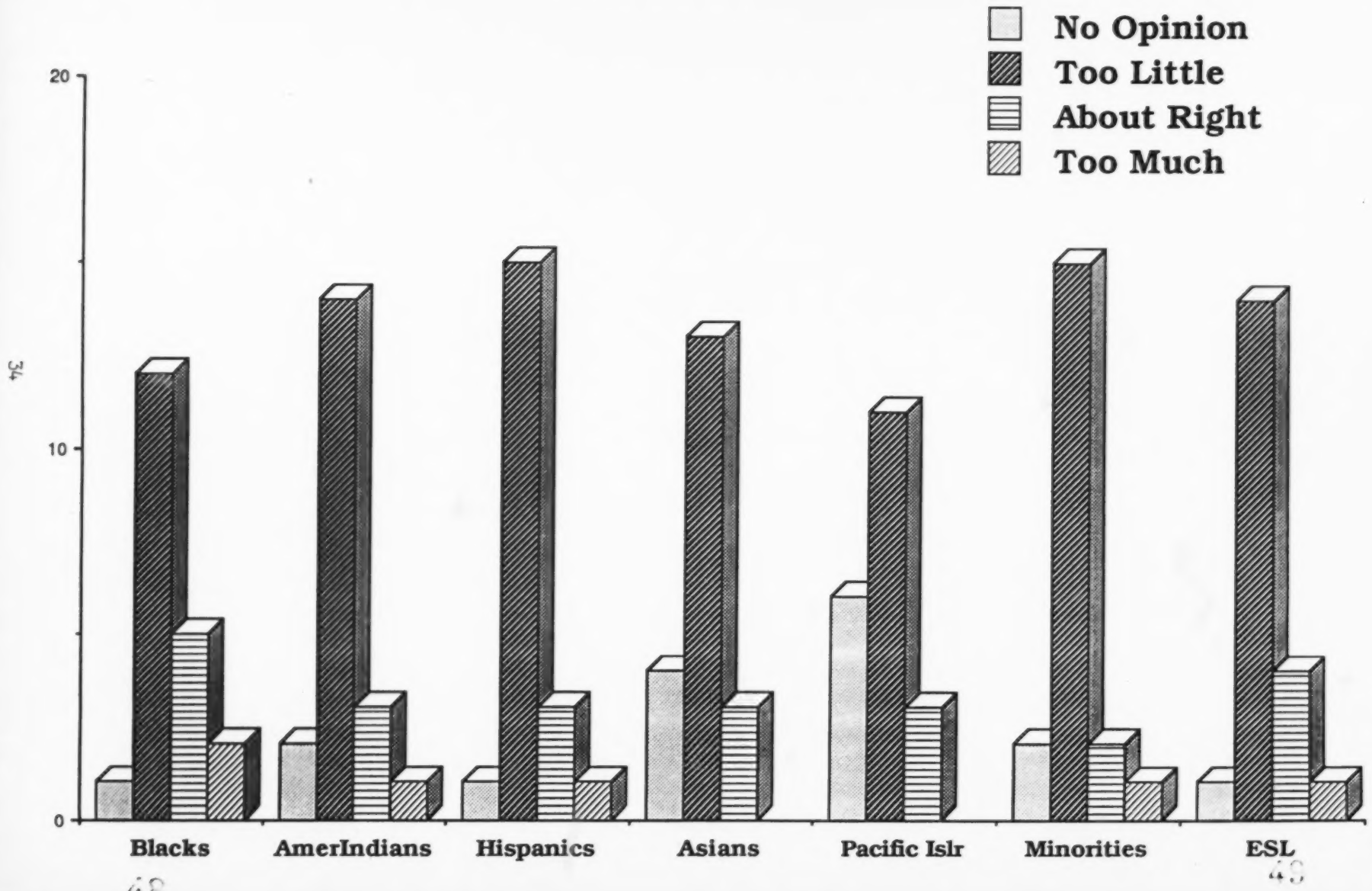
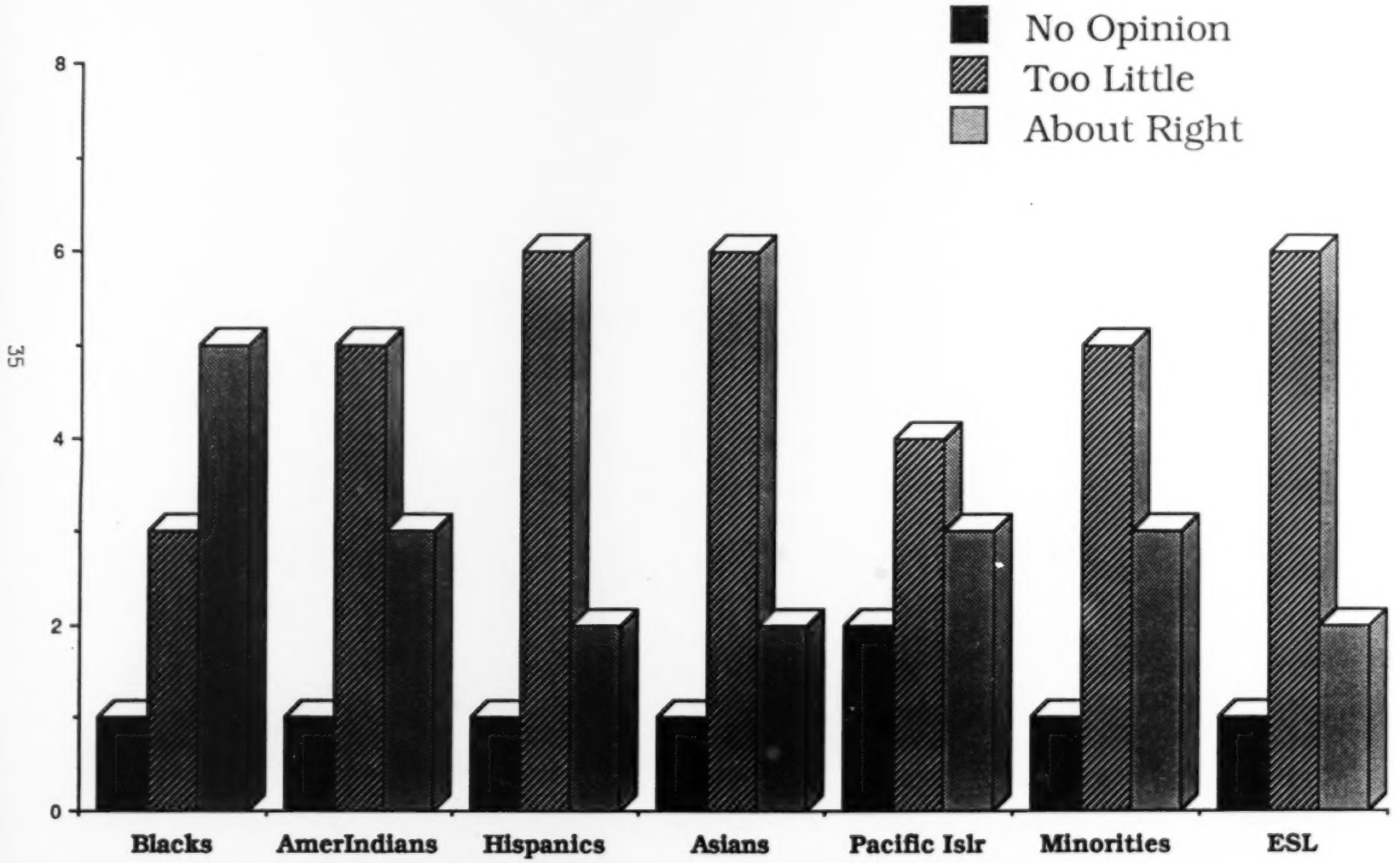
LD Focus/LD Research



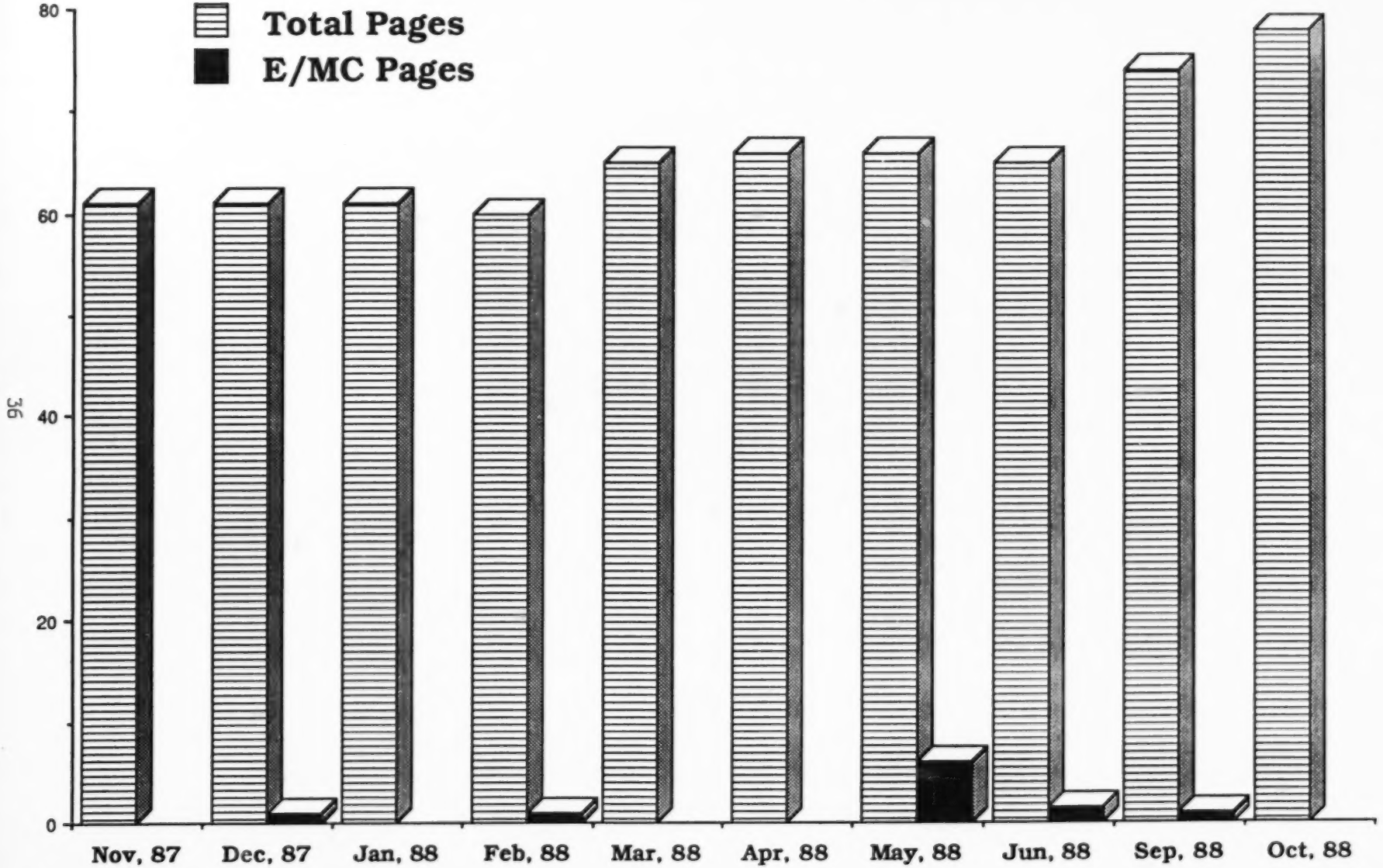
Education & Training in Mental Retardation



Teacher Education and Special Education



Kappan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E/MC Pages
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60
40
20
0
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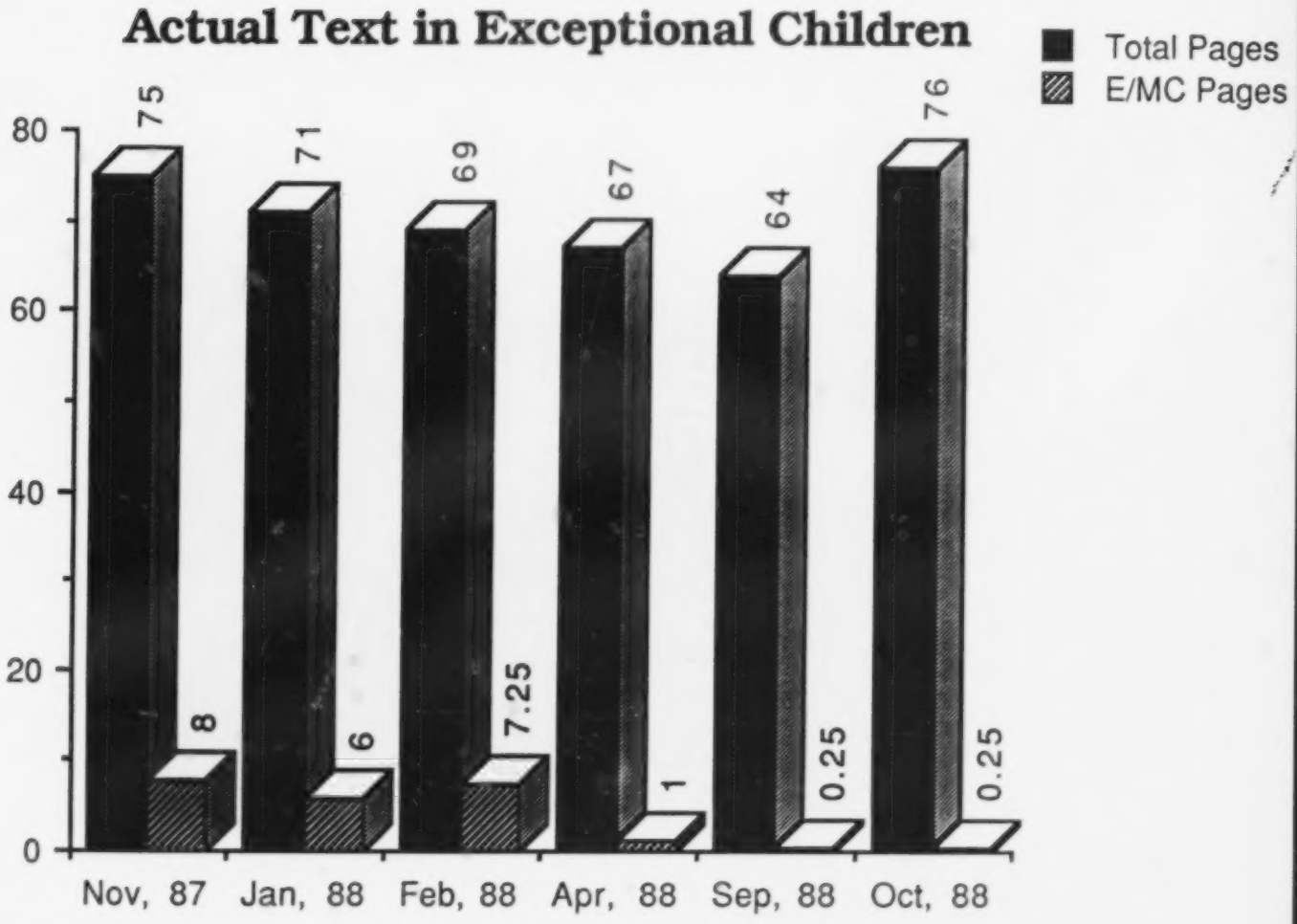
Dec, 87
Jan, 88
Feb, 88
Mar, 88
Apr, 88
May, 88
Jun, 88
Sep, 88
Oct, 88


Actual Text in Exceptional Children
Total Pages
E/MC Pages
80
60
40
20
0
75
8
71
6
69
7.25
67
1
64
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76
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Nov, 87
Jan, 88
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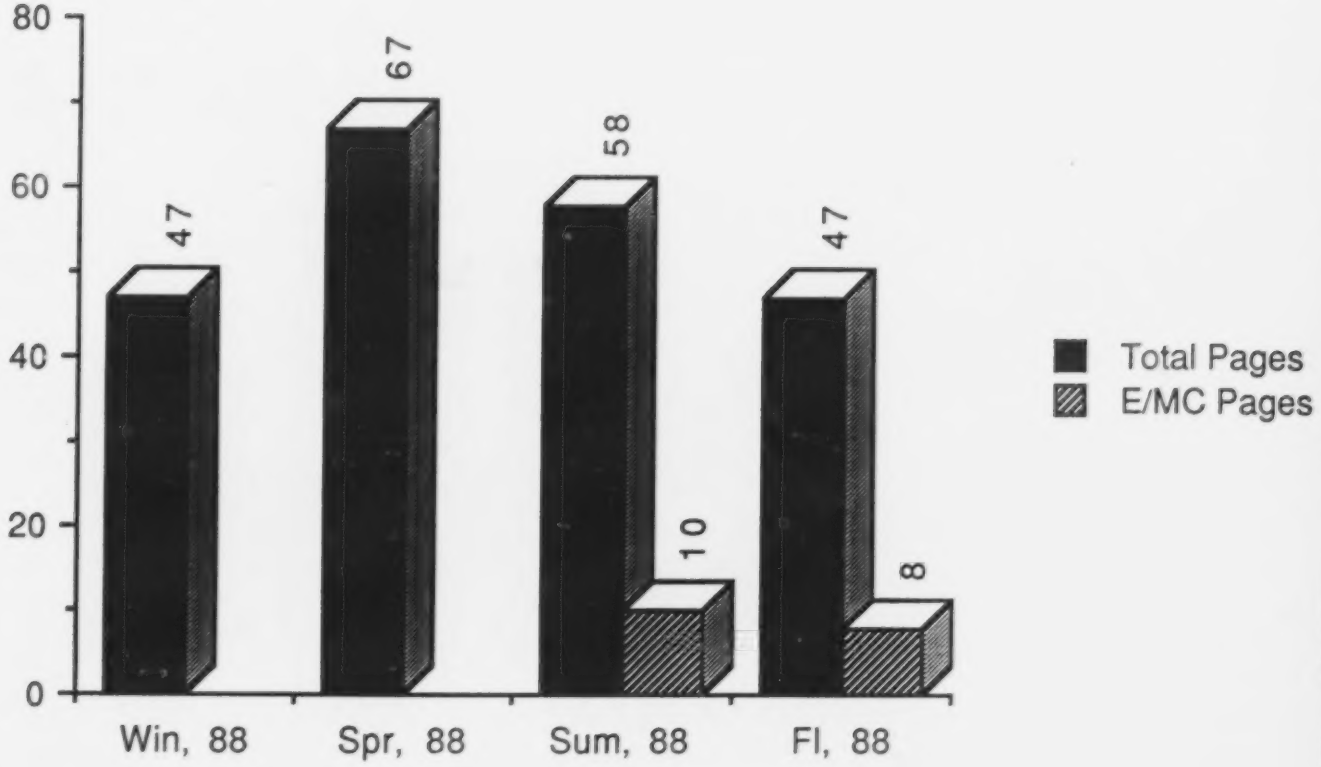
Sep, 88
Oct, 88

Actual Text in Teaching Exceptional Children



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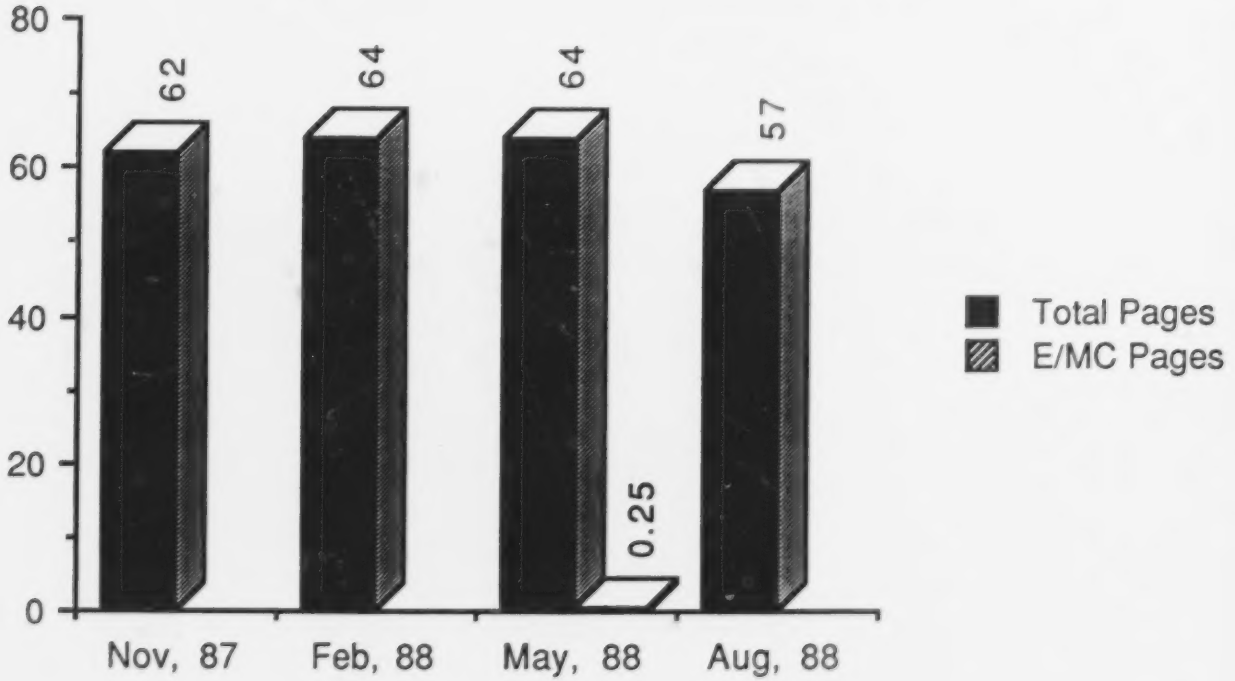

Appendix A

24 June, 1988

Dear Colleague:

Last year the Ethnic and Multicultural Concerns Committee of CEC formed a number of task forces to examine several issues of importance to CEC. This investigation grew from one of those task force reports and is a further, though independent study to look at some of the same concerns from a different and expanded perspective.

We are examining the two general journals of CEC, Exceptional Children and Teaching Exceptional Children and request your assistance for this purpose. In order to gather a broad base of informed opinion about these CEC publications, we are requesting that you take a moment and fill out the enclosed questionnaire and return it in the postage-paid envelope as soon as possible, preferably before July 15th. (If this should reach you during your summer vacation and it is past that date, please return this questionnaire as soon as possible.) In any survey, the assistance of each person is critical.

This request is going out to a random sampling of CEC members so that we may gather an informed perspective about the representation of ethnic and multicultural concerns in our journals - Exceptional Children and Teaching Exceptional Children. Your support and cooperation is greatly appreciated and is important to our study. Thank you for your assistance.

Sincerely,

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Associate Professor
Department of Special Education

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Assistant Professor
Department of Special Education

The purpose of this survey is to gain your opinion about the representativeness of ethnic and multicultural concerns as it is demonstrated in CEC publications. All responses to this questionnaire will be kept confidential. Please complete all of the following:

1. I have been a member of CEC for _____ years.

2. Male_____Female_____

3. Age: ___under 20 ___21-30 ___31-40 ___41-50
___ 51-60 ___61-70 ___71 or older

4. Professional status: ___Teacher ___Administrator
___Diagnostician ___Teacher-trainer Other_____

5. Disability: ___Parent of Disabled ___Personally Disabled

6. CEC Divisons you belong to: 1.___2.___3.___

7. Ethnic background: ___Native American ___Asian ___Black
___Hispanic ___Pacific Islander ___White

8. Do you currently work with ethnic/multicultural students?
___Yes ___No ___Not currently, but I have in the past

9. In your opinion is the coverage of ethnic and multicultural issues/concerns in Exceptional Children for 1985, 1986, 1987: (Circle one below)

GROUP	No Opinion	Too Little		About Right		Too Much
Black	0	1	2	3	4	5
Native American	0	1	2	3	4	5
Hispanic	0	1	2	3	4	5
Asian	0	1	2	3	4	5
Pacific Islander	0	1	2	3	4	5
Minorities as a group	0	1	2	3	4	5
Limited English Proficient	0	1	2	3	4	5

10. In your opinion is the coverage of ethnic and multicultural issues/ concerns in Teaching Exceptional Children for 1985, 1986, 1987: (Circle one below)

GROUP	No Opinion	Too Little		About Right		Too Much
Black	0	1	2	3	4	5
Native American	0	1	2	3	4	5
Hispanic	0	1	2	3	4	5
Asian	0	1	2	3	4	5
Pacific Islander	0	1	2	3	4	5
Minorities as a group	0	1	2	3	4	5
Limited English Proficient	0	1	2	3	4	5

11. In your opinion in the other CEC division journals that you read regularly is the coverage of ethnic and multicultural issues/concerns: (Circle one below)

Which journal? _____

GROUPS	No Opinion	Too Little		About Right		Too Much
Black	0	1	2	3	4	5
Native American	0	1	2	3	4	5
Hispanic	0	1	2	3	4	5
Asian	0	1	2	3	4	5
Pacific Islander	0	1	2	3	4	5
Minorities as a group	0	1	2	3	4	5
Limited English Proficient	0	1	2	3	4	5

12. In your opinion in the other CEC division journals that you read regularly is the coverage of ethnic and multicultural issues/concerns: (Circle one below)

Which journal? _____

GROUPS	No Opinion	Too Little		About Right		Too Much
Black	0	1	2	3	4	5
Native American	0	1	2	3	4	5
Hispanic	0	1	2	3	4	5
Asian	0	1	2	3	4	5
Pacific Islander	0	1	2	3	4	5
Minorities as a group	0	1	2	3	4	5
Limited English Proficient	0	1	2	3	4	5

13. In your opinion in the other CEC division journals that you read regularly is the coverage of ethnic and multicultural issues/concerns: (Circle one below)

Which journal? _____

GROUP	No Opinion	Too Little		About Right		Too Much
Black	0	1	2	3	4	5
Native American	0	1	2	3	4	5
Hispanic	0	1	2	3	4	5
Asian	0	1	2	3	4	5
Pacific Islander	0	1	2	3	4	5
Minorities as a group	0	1	2	3	4	5
Limited English Proficient	0	1	2	3	4	5

14. Future ethnic and multicultural topics that I would like to see covered by Exceptional Children are:

15. Future ethnic and multicultural topics that I would like to see covered by Teaching Exceptional Children are:

15. Please feel free to include any other suggestions or comments about CEC publications:

Appendix B

The following comments were made by the respondents to the survey. No attempt has been made to alter the intent or spelling of these responses. No effort to alter the implied communication has been made beyond that evidenced within the body of this paper.
The abbreviations appearing before most responses reference the state or province of the respondent.

The three questions asked were:

14. Future ethnic and multicultural topics that I would like to see covered by Exceptional Children are:

ON: Communication/speech/language therapy with children with Eng. as a second lang or second dialect that have other handicaps (e.g. MR)
How to communicate to culturally different parents of exceptional child
NY: Incidents (sic) of different disabilities within different ethnic and multicultural populations.
VA: The effect of Native American culture on education in public schools
BC: Articles on psychoeducational assessment of ethnic/ minority groups
FL: Working with the caregivers of children from ethnic/ cultural minorities
Influence of ethnic/cultural differences on implementation plans
CA: Current research findings on Community Based Instruction and Family involvement (especially from the Hispanic group)
MO: Cultural values to consider in planning for student needs
IA: Cultural Roles & Expectations and how the (sic) afect (sic) the students outlook toward Ed. Diabilites (sic) due to cultural diffirences (sic) and teaching techniques that are effective in that area.
IN: Incidents (sic) of MR & learning disabilities in children born to teenage & or minority mothers: ie children either with low birth weight and or growing up in poverty (High Risk)
NE: Native American-ways to deal with students from alcoholic homes, ways to ensure that they do not follow the same alcoholic route
WA: I would like to see more research done in the areas of transition & life skills curriculums as they relate to students of different ethnic backgrounds.
CO: Culturally biased testing
NJ: Cultural issues that affect family communication
PA: Recruitment & retention of minority professionals
Adaptations to teacher training prog.
OK: How these ethnic families manage under stress
HI: Addressing the needs of multi-ethnic groups in the same

classroom

NY: Bias in testing

MI: How do we quickly identify children referred for Special E. as products of language/cultural deprivation and not Special Ed.?

WA: Multicultural assessment
Communicating w/the non-English proficient parent.

WA: Why such a high dropout rate for black children?

NB: Communicating w/low functioning parents

AK: This journal has actually addressed current issues in 1987, 1988. Future suggestions might include bias-free testing or identification & "at-risk" student populations

?: Problem of black children who are being denied services in programs for EMH due to district fears of discriminatory testing

TX: Compare family involvement with schools by ethnicity

KY: The number of minority students placed in various categories

MA: Education of exceptional children on America's Indian reservations
Schoolwide models for education exceptional students in predominantly Hispanic areas

TX: I would like to see more coverage on disabilities that occur due to genetic makeup

CA: Early intervention & future success

NJ: Early intervention and the Hispanic family
Facilitating bilingual education at preschool level with language delayed children

SC: Research on ethnic and multicultural topics

CAN: Statistical numbers of children with exceptionalities from a nondominant culture and/or who have English as an additional language

?: Psychological/sociological factors (of) living in a bilingual society & impact upon learning process

AL: Any new information on SOMPA

WA: Difference between expectations & performance. What are the instructional practices that work

IL: Gifted black children

IL: Orientation for teachers to isssues of ethnic multicult

?: Areas of exceptionality regarding native Americans of the North

AK: Parent involvement, home programming, efficacy of ethnic/multicultural programming

CA: Effects of discrimination on self-image

15. Future ethnic and multicultural topics that I would like to see covered by Teaching Exceptional Children are:

CT: Older teachers who have real difficulty in dealing with ""non-white" students and or their parents

LA: Acculturation & development of English profiency (sic) of all U.S. citizens and immigrants living permanently

in the USA

BC: Articles on developing language skills in English as second language & language deprived students

CT: Ethnic and cultural representation in textbooks

AZ: Teacher adaptations (in class) for multicultural students
Social integration difficulties for multicultural students & suggestions for remediation

CA: How to teach certain skills (i.e. self-care and home-care) to the male Hispanic student without offending the cultural beliefs of his family.

SK: Multicultural ESL
Teaching N.A. Native Indians in a white majority school

MO: Working with minority parents -- cultural values, how to best communicate, etc.
Building pride in minority students -- curriculum, values, etc.

IN: Early intervention for Mentally Handicapped children born to minority parents-Need for support group for black single parent mothers who have mentally handicapped children

NE: Anything on Native Americans-ways to make them feel proud of their heritage yet deal realistically with opportunities on reservation

WA: Multicultural activities suitable for special needs students

CO: Cultural differences in learning styles

NJ: Learning styles prevalent among various cultural groups

NY: Effective educational teaching strategies to use with bilingual students.

PA: Incorporating cultures into curriculum

GA: Techniques of teaching multi-language background ESL in large groupings

HI: How to teach pidgin & creole-speaking handic'd students

WY: Research based specific instructional techniques that have been successful with various minority groups

WA: Practical ideas for teaching Black children in order to maximize school success.

FL: How to reach the small-town minority children

CA: Dealing with maladaptive social behaviors in high school students

CAN: Testing of children with English as a second language
Appppropriate placement of ESL children within regular and special education classes.

TX: Studies done by PanAm grads that proves bilingual ed. is a sham. Won't be published however, because they are from the bilingual camp. Not very professional I might add.

SC: Teaching strategies

CA: Class lessons for reducing prejudice

16. Please feel free to include any other suggestions or comments about CEC publications:

ON: Some articles pertaining to the cultural minorities in Canada. Hispanic people are rare in Canada. We have blacks from the West Indies and Africa and a growing number of East Indian refugees. Also bilingualism (French and Eng) is a concern for special educators in Canada

?: Low incidence handicaps lack a viable forum. Manuscripts are not of general interest to readership of EC

IL: I marked "no opinion" because I haven't read or skimmed the journal articles with ethnic/multicultural issues in mind. In the future, I shall.
A continuing concern for me is the perception of black parents that "time-out" or natural consequences is not strict enough. Some consider the above "spoiling" the child.

IL: Because "Special Education" covers many areas outside of regular education I feel altogether too much emphasis is on ethnic

MN: Ethnic and multicultural issues is not a focus for my teaching activities.
Teaching Except. children seems to me, to be more geared to the average Sp. Ed. teacher. It is easily readable & more practical in approach (ideas, examples, techniques etc.) Exceptional Children seems to be more appropriate for a "select" group. Both format & content are not conducive to "average" sp. ed. teachers. (Would be helpful to researchers, professors, students etc.) I feel I'm more involved in this type of thing than most of the sp. ed. tchrs in our district. They don't have the time or would not generally be inclined to read unless a specific article was given to them on a relevant issue. Summaries & pertinent points would be good. The teachers want suggestions, ideas, techniques, & information - not lengthy research studies.

ALB: I am not dissatisfied with the multicultural content of CEC publications, but wish CEC would include more articles from non-American sources. CEC is an international organization, but seems to publish mostly on topics/ situations of interest to urban New York and California

LA: Not interested in ethnic and multicultural topics

ON: Try to keep the length and the complexity of research at a level which encourages more reading by busy educators.

KS: More articles on LD/Gifted at the elementary level

IA: Successful proven Curriculiums (sic) for diffirent (sic) disability area - More of this.

IN: I teach severelly (sic) & profoundly retarded so multicultural issues never come up with the students - but they do occur with the parents - Minority single mothers need help & we as educators need more sources on how to help them cope.

CO: I think they are doing an excellent job in topic

coverage. I am more likely to read both Ex. Child. and Teach. Ex. Dhild. than any of my other professional journals.

NV: I think simply addressing the existence of these groups more deeply than representing them in pictures would be extremely helpful.

DC: There is no need to write to ethnic & racial issues/ concerns

OR: My concern is for new thoughts on program design for all not somethin for specific groups.

NC: All are usually difficult to read & no very interesting

CA: After many years, I feel that the CEC "Exceptional Children" is too research oriented and the articles are too much like "doctoral" papers. I do not read most of the articles. They are not practical for the teacher who is right there with what is happening and could tell you what is wrong.

CO: I haven't paid that much attention to multiculture topics

IL: I think educators need to be concerned about other cultures and how these things may make a difference in responses, but the home is where these should be maintained. English is the language of the United States and every citizen should be taught in English to use the language correctly and to understand it.

IL: Articles and/or research concerning adolescents with behavior disorders that are not mentally handicapped would be of interest to this reader.

UT: Both are excellent publications which give a fairly broad based representation to all ethnic groups and disabilities.

NC: In depth articles describing cultural differences (i.e., a pat on the head is o.k. for a white child but is very degrading for orientals) would be useful for me.

MAN: Implications of language learning differences
Teaching strategies & assessment guidelines for ESL students

NC: Children are children! Multicultural issues do not apply to mentally retarded children

MA: Lower the membership fee!

FL: Sometimes too stilted

SC: I feel that overall CEC publications do a good job covering wide variety of topics - handicapping conditions & ethnic and multicultural topics - since I teach ethnic and children from multicultural homes I am particularly interested in them.

AZ: Get away from university research and encourage professional educators (rank and file members) to publish practical down-to-earth aspects